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ABSTRACT

This financial report was designed to provide a basis for informed discussion regarding potential forms of federal and state assistance to students attending Catholic elementary schools, and to encourage improved local management. The information presented in this study is based upon a random sample of Catholic elementary schools across the United States for the 2000-01 school year. Report highlights are as follows: The average tuition for the first child of a family in the parish was $2,178; 84 percent of the schools had some form of tuition assistance; 51 percent of the schools had an endowment program; the average per-pupil cost was $3,505; the average salary for a lay principal was $45,154; the average salary for a beginning teacher with a bachelor's degree was $20,437; the average salary for all teachers with bachelor's degrees and higher was $28,489; 61 percent of the schools had a pre-kindergarten program; and 68 percent of the schools had an extended-day program. Four appendices contain the 2000-01 survey of Catholic elementary school finances and response sheet, a letter to diocesan school superintendents, a follow-up letter to schools not responding to the original request, and a list schools that responded to the survey categorized by state. (Contains 31 exhibits.) (RT)

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Balance Sheet for Catholic Elementary Schools:

2001 Income and Expenses

APPENDIX F

SCHOOL EXPENSES

	Actual 1996-97
INSTRUCTIONAL SALARIES (Exclude employer's share of Social Security)	
a. Lay teachers & lay principals	
b. Religious teachers & principals	
c. Substitutes	
d. Social Security (Employee share)	
e. Lay emp. Benefit Program (Employee Share)	
f. Unemployment compensation	
Total of: a,b,c,d,e	
INSTRUCTIONAL (Other	
a. Textbooks &	
b. Textbooks &	
c. Library books & supplies	
d. Teaching supplies & AV supplies	
e. Office supplies & expense	
Total of: a,b,c,d,e	
OPERATIONS, SALARIES	
a. Custodian	
b. Office staff	
Total of: a,b	
MAINTENANCE	
a. Building repairs	
b. Scheduled maintenance	
c. Repair & replacement of furn.	
Total of: a,b,c,d	
FIXED CHARGES	
a. Property insurance	
b. Pupil insurance	
c. Teacher in-service	
d. Other fixed costs	
Total of: a,b,c,d	
TOTAL SCHOOLS EXPENSES	$
TOTAL CONVENT EXPENSES	$

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BALANCE SHEET FOR CATHOLIC ELEMENTARY SCHOOLS: 2001 INCOME AND EXPENSES

Robert J. Kealey, Ed.D.
Executive Director
Department of Elementary Schools

NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION

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▪ PREFACE ▪

Since the 1969-70 school year, the National Catholic Educational Association (NCEA) has published statistical reports on Catholic elementary and secondary schools in the United States. Extensive data on these schools and other private schools did not exist prior to that time. This information was needed to understand this significant sector of the American educational enterprise, to provide a basis for informed discussion regarding potential forms of federal and state assistance to the students attending these schools, and to encourage improved local management. The more recent practice of NCEA has been to issue financial reports every year; however, in fiscal years ending in an odd number the report focused on elementary schools, and in fiscal years ending in an even number, the report focused on secondary schools.

In 1989, the NCEA Department of Elementary Schools Executive Committee requested more detailed information on the finances of Catholic elementary schools. Since that time, these biennial reports have included national data on tuition; parish subsidy; salaries of principals, teachers, and other support personnel; benefits; finances related to preschool programs; school efforts regarding development; and information regarding a variety of other issues. This information is also published according to the location of the school (inner city, urban, suburban, or rural); the six geographic areas of the country (New England, Mideast, Great Lakes, Plains, Southeast, and West/Far West); the sponsorship of the school (parish, interparochial, diocesan, or private); and the school enrollment (1-99; 100-199; 200-349; 350-499; 500+).

The NCEA Department of Elementary Schools Executive Committee believes that by making known such extensive information, decision-makers on the diocesan and school levels will be better informed. This information will assist them to evaluate their own financial situation and to plan for the future. The executive committee also believes that by making public such information, those who seek to assist Catholic elementary schools will have a clearer picture of the financial contribution that Catholic school parents make to the total education of their children and of the financial contribution that tens of thousands of Catholic elementary school educators make to the good of American society.

The quality of Catholic education has been documented in many research studies. In 2000, hundreds of Catholic school students in grades four and eight participated in the National Assessment of Educational Progress Tests in reading, mathematics and science. These tests, administered by Educational Testing Service under contract to the Office of Educational Research and Improvement of the U.S. Department of Education, used a national probability sample of students in state-run schools, Catholic schools, and other schools of choice. In each of these three tests, students in Catholic schools at the fourth and eighth-grade levels scored noticeably higher than students in the same grades in government-controlled schools. Although the U. S. Department of Education's analysis is not detailed enough to attribute the higher scores of Catholic school students to the school programs, the fact that in all three of the 2000 tests and in every test administered by the National Assessment of Educational Progress, students in Catholic schools scored higher than students in government-operated schools provides some insight into the quality of Catholic school education.

What do parents expect when they enroll their children in Catholic schools? Someone who is unfamiliar with Catholic education may wonder why hundreds of thousands of parents are willing to pay high tuitions for the education of their children in Catholic elementary schools. Numerous research studies have shown that parents place their children in Catholic schools for three reasons. Parents recognize the superior academic achievement of Catholic school students over students in government-owned schools; this is especially true in the inner cities of the United States. Parents see in Catholic schools secure and disciplined learning environments which nurture children. Finally, parents acknowledge that children must be exposed to a total education, which includes growth in religious awareness and a critical evaluation of the world in light of basic moral principles.

Unlike parents who send their children to state-sponsored schools, Catholic school parents each month

make a deliberate decision to send their children to Catholic schools when they write the tuition check. Another testimony to the quality of Catholic schools is the fact that 14% of the children enrolled in them are non-Catholic children. In many urban areas, the enrollment of non-Catholic children approaches 100%. These parents freely choose Catholic schools because they recognize the quality of their programs. These poor parents are the ones most in need of government legislation providing all parents with the means of exercising their constitutional right to select the school that is best for their children.

Someone who is unfamiliar with Catholic education may also wonder why tens of thousands of Catholic elementary school teachers are willing to teach in these schools for salaries substantially below those generally earned by teachers in government-sponsored schools. Several recent research studies sponsored by NCEA of Catholic schoolteachers provide insight into this issue. Catholic schoolteachers recognize that they share in the teaching ministry of Jesus. They value providing a total education to students. Teachers model for the students and the students model for the teachers the meaning of Jesus' message in today's world. Teachers treasure being with their students in the joint pursuit of the truth, even when the truth is elusive and ultimately causes them to alter their ideas and behaviors. Although the salaries of Catholic school teachers are not as competitive when compared to those of other educators, and the teachers themselves would like to see them improved, Catholic education offers added dividends that these educators prize. Over 94% of Catholic schoolteachers expressed a great deal of satisfaction with their jobs.

Many people assisted in the production of this report. The NCEA Department of Elementary Schools acknowledges with gratitude the work of the following: Janice Kraus organized the production and distribution of the questionnaire and oversaw the production of this book; Meredith McDaniel performed the laborious task of entering all the data; and Beatriz Ruiz set the text for print. James McDaniel, NCEA director of administrative services, provided valuable assistance by coordinating the work of the department with programmers and examined runs of the data to ensure that they were accurate and complete. The department also acknowledges Alfred and Linda Brown of Ministry of Systems Development, District Heights, MD, who designed the computer program, ran the data, and provided the author with readable reports in order to write the report.

Finally, the department acknowledges the contribution made by the 561 responding schools. The principals of these schools and those who assisted in completing the questionnaire gave generously of their time. Their willingness to share their information enables all in the Catholic elementary school community and all other interested people to have a clearer picture of the finances of Catholic elementary schools. Without their willing support, this major advance in understanding Catholic elementary schools would not be possible.

The information presented here is factual; the author leaves to the reader its interpretation. The author would be remiss in his duty, however, if he did not remind readers to reflect on the data in light of the social teachings of the Catholic Church, the pastorals of the American bishops, the obligation of the entire Catholic community to assist in passing on the faith to the next generation, and the obligation of all Americans to insure a literate citizenry.

The NCEA Department of Elementary Schools Executive Committee trusts that those who read this report, no matter what their association with Catholic education, will be motivated to action. Catholic elementary schools provide a public service by educating students to become leaders in America and by instilling in these students the values of perseverance in their search for the truth, justice in their relationships with others, honesty in all matters, concern for those who are less favored, and courage to stand by their convictions. Everyone who reads this report has an obligation to see that this effective system of education expands.

Janet P. Murray, M.A.
President

Robert J. Kealey, Ed.D.
Executive Director

NCEA Department of Elementary Schools
Feast of St. John Baptist De La Salle, Patron of Teachers, 2002

■ HIGHLIGHTS ■

The information presented in this study is based upon a random sample of Catholic elementary schools across the United States. This sample represents 7% of all the Catholic elementary schools. The data reported are based on the 2000-01 school year.

- The average tuition charged for the first child of a family in the parish was $2,178.
- Eighty-six percent of the schools had a tuition scale for families with more than one child attending the same school.
- Eighty-four percent of the schools had some form of tuition assistance.
- Sixty percent of the schools had a tuition scale for children from another parish and for non-Catholic children.
- Eighty-six percent of the schools received a parish subsidy.
- Fifty-one percent of the schools had an endowment program.
- The average per-pupil cost was $3,505.
- Sixty percent of the per-pupil cost was covered by tuition.
- The average salary for a lay principal was $45,154.
- The average salary for a beginning teacher with a bachelor's degree was $20,437.
- The average salary for all teachers with bachelor's degrees and higher was $28,489.
- Sixty-one percent of the schools had a prekindergarten program.
- The average tuition for full-day prekindergarten programs was $2,508.
- Ninety-seven percent of the schools had a kindergarten program.
- The average tuition for full-day kindergarten programs was $2,168.
- Sixty-eight percent of the schools had an extended-day program.

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■ CHAPTER 1 ■

METHODOLOGY

CONTEXT

The records of the early missionaries who came to these lands indicated that schools were an important aspect of their missionary endeavor. Several Catholic schools providing an education today can trace their roots back to the eighteenth century. When more formal education became a necessity during the second half of the nineteenth century and first part of the twentieth century, Catholic schools rapidly expanded across the United States.

During the 2000-01 school year, 2,004,037 students were enrolled in Catholic elementary and middle schools. These students attended programs from preschool through the ninth grade in 6,920 different elementary and middle schools (McDonald, 2001) in all 50 states and the District of Columbia. Over 13% of these students were not of the Catholic religion. Providing education to these students were 112,402 full-time and part-time teachers and administrators.

This vast educational enterprise was financed almost entirely by the Catholic community. Federal programs did provide some assistance to the students who were educationally and economically deprived. A few states (e.g., New York and Pennsylvania) reimbursed teachers and school administrators for maintaining mandatory records such as attendance, health, and achievement. Most states, however, provided no assistance, not even school buses to transport the students to class (e.g., Missouri and Virginia).

Many bills have been introduced into state legislatures seeking vouchers for parents to send their children to the school of their choice. Generally these voucher proposals focused on low-income parents who, many legislators believed, were locked into sending their children to state-run schools which did not provide an acceptable education for children. During the 2000-2001 school year, about 10,000 poor students in Milwaukee, WI, and Cleveland, OH, received a voucher from the state government to attend the school of their choice and selected a Catholic school.

Perhaps the fastest growing area of support for Catholic and other independent schools has come from the business community. For years, businesses have contributed millions of dollars to special funds to aid poor children to attend Catholic schools. The success of the Big Shoulders program in Chicago, the BLOCKS program in Philadelphia, and the Inner City Scholarship Program in New York is legendary. Businesses are now setting up privately funded voucher programs. The Golden Rule Insurance Company in Indianapolis was one of the first major companies to establish such a program. In 2001, programs in 74 cities had enrolled more than 50,000 students at a cost of over $300 million. The popularity of these programs can be judged by the over 1.25 million students who are on waiting lists.

As this report shows, the largest burden of educating the students was borne by the children's parents through their tuition payments. The parish community, which included these parents, provided additional support.

Based upon the per-pupil cost to educate a child in the government-controlled schools during the 2000-01 school year, the parents of Catholic elementary school students provided, in addition to the taxes that they paid, a financial gift to the various local and state governments and to the federal government of over $13 billion. This sum is the approximate cost governments would have paid if all Catholic elementary/middle school students had attended public schools.

QUESTIONNAIRE

Development of the Questionnaire

The instrument used to acquire the data for this study was a 100-item questionnaire, the 2000-2001 Survey of Catholic Elementary School Finances. Appendix A presents a copy of the questionnaire and the response sheet. Four sections composed this instrument:

Section 1	School Demographics	12 items
Section 2	Financing	24 items
Section 3	Compensation	37 items
Section 4	Special Issues	26 items

This questionnaire was based upon the instrument used in the study of Catholic elementary school finances for the 1988-89 school year, the 1990-91 school year, the 1992-93 school year, the 1994-95 school year, the 1996-97 school year, and the 1998-99 school year. See page 2 of *United States Catholic Elementary Schools & Their Finances 1989* (Kealey, 1990) for a detailed description of the development of this instrument. A few changes were made in the instrument for the present study, as a result of suggestions received from the field and of the experience gained from the 1989, 1991, 1993, 1995,1997, and 1999 studies.

Distribution of Questionnaire

In October 1, 2001, the questionnaire was mailed to the sample of schools. This date was selected for several reasons. This study is based upon the finances for the 2000-01 school year, the 2001 school fiscal year. By September of 2001, all costs for the previous school year should have been tabulated. The data given, therefore, would be as complete as possible and represent real figures, not projections. Also by this date, the school year was underway and the administrators would not have as many distractions as during the first few weeks of school. Each of the schools received a cover letter, an instrument, a response sheet to record their answers, and a self-addressed stamped envelope to return the questionnaire. A letter was sent to the superintendents of schools for each diocese informing that person of the study and listing the schools in that diocese that were involved in the study. The letter requested the superintendent to encourage the schools to complete the survey. A copy of this letter is in Appendix B.

As each school returned the questionnaire, the school's name was noted on the master list. All information regarding individual schools was kept completely confidential. The returned questionnaires were due at the offices of the National Catholic Educational Association by October 31, 2001.

A second request was sent to those schools that had not responded by October 31, 2001. Appendix C contains a copy of this letter.

SAMPLE

Participating Schools

During the 2000-01 school year, 6,920 Catholic elementary and middle schools provided education to over two million students in prekindergarten to grade eight, in a very few instances to grade nine. In order to ensure a sample of sufficient size to be included in the various subgroups of this study, a decision was made to distribute 988 questionnaires. This is about 7% of all U.S. Catholic elementary and middle schools.

Throughout this study, the term *elementary school* is used to include both elementary schools and middle schools. In 2000-01, 6,920 Catholic elementary/middle schools provided an education to 2,004,037 elementary school students.

The schools selected to participate in this project were chosen at random, using every sixth elementary and middle school on the NCEA roster of all member schools according to zip code. This random selection ensured that each state would have in this survey a percentage of schools comparable to the number of Catholic elementary schools in the state.

The completed questionnaires began to arrive in late October. A total of 561 questionnaires were returned. This represents a total return rate of 57%. Eleven returned questionnaires were not able to be included in the database.

A total of 550 questionnaires was actually included in the database. This represents a return rate of 55.6% and 7.9% of all Catholic elementary/middle schools in the United States during the 2000-01 school year. A list of responding schools can be found in Appendix D.

School sponsorship. Catholic elementary schools were sponsored by the parish community (called parish school), by two or more parishes (called interparochial schools), by the diocesan office of education (called diocesan schools), or by a religious community or separate board of education (called private schools). Exhibit 1 shows the percentage of responding schools and the percentage of all U.S. Catholic elementary schools in 2000-01, according to each of the four types of sponsorship. In this sample the interparochial schools were under-represented (five percentage points) and the diocesan schools were over-represented (eight percentage points).

Throughout this report, some percentages may add up to a little more than 100% or a little less than 100% due to rounding off to one decimal place.

EXHIBIT 1

Percentages of Responding Schools and of All Schools by Sponsorship

	Respondents		All Schools[a]	
Sponsorship	**%**	***n***	**%**	***n***
Parish	76.1	416	79.1	5,475
Private	4.0	22	4.7	325
Interparochial	7.3	40	12.2	843
Diocesan	12.6	69	4.0	277
Total	100.0	547	100.0	6,920

[a]These data are from McDonald, 2001, p. 9.

Location of schools. One of the identification questions on the survey asked the respondent to indicate if the school's location was inner city, urban (non-inner city), suburban, or rural. Exhibit 2 shows the percentage of responding schools in each of the four locations and the percentage of all U.S. Catholic elementary schools in these locations in 2000-01.

EXHIBIT 2

Percentages of Responding Schools and of All Schools by Location

Location	**% Respondents**	**% All Schools[a]**
Inner City	15.0	13.3
Urban	32.0	31.5
Suburban	35.4	32.6
Rural	17.5	22.7

[a]These data are from McDonald, 2001, p. 8.

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Rural schools are slightly under-represented (five percentage points).

Geographic regions of the country. In all of its statistical reports, NCEA divides the country into the six regions listed below.

Region 1: New England - Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
Region 2: Mideast - Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania
Region 3: Great Lakes - Illinois, Indiana, Michigan, Ohio, Wisconsin
Region 4: Plains - Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota
Region 5: Southeast - Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia
Region 6: West/Far West - Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, Wyoming

Exhibit 3 shows the percentage of responding schools in each of the regions and the percentage of all U.S. Catholic elementary schools by region during the 2000-01 school year. In all six of the geographic regions, this financial study reflects, within two percentage points, the actual percentage of schools in the region.

EXHIBIT 3

Percentages of Responding Schools and of All Schools by Region

Region	% Respondents	% All Schools[a]
New England	7.3	6.5
Mideast	24.6	26.8
Great Lakes	26.7	25.6
Plains	12.9	11.5
Southeast	12.2	12.0
West/Far West	16.4	17.6

[a]These data are from McDonald, 2001, p. 7.

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Student enrollment - The final factor in this study considered the size of the student population in the schools. The five categories of school size corresponded to the five categories that NCEA employs in its other reports: schools with a population of 1-99 students, 100-199 students, 200-349 students, 350-499 students, 500 or more students.

Exhibit 4 shows the percentage of schools in each category of this study. The data reveal that about one-third of the schools have an enrollment of less than 200 students. The median school in this study had an enrollment of 200-349 students.

EXHIBIT 4

Percentages of Responding Schools by Enrollment Size

Student Enrollment	% Respondents
1-99	7.9
100-199	25.7
200-349	37.2
350-499	16.4
500 or more	12.8

Family Income

Over 72% of the families had dual incomes, i.e., both parents were working during 2000-01. Sixty-one percent of families in inner cities had dual incomes, and 79% of rural families had dual incomes. Only 70% of families in the Southeast had dual incomes. Exhibit 5 presents the percentages of families within set income levels. These figures are based on estimates provided by the person who completed the questionnaire.

EXHIBIT 5

Percentages of Families in Set Income Brackets

Income	% Families
$0-$20,000	14.1
$20,001-$40,000	35.0
$40,001-$80,000	34.9
$80,001-$120,000	11.2
More than $120,001	4.3

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Kealey, R.J. (1990). *United States Catholic Elementary Schools & Their Finances 1989.* Washington, D.C.: National Catholic Educational Association.

McDonald, D. (2001). *United States Catholic Elementary and Secondary Schools 2000-2001: The Annual Statistical Report on Schools, Enrollment and Staffing.* Washington, D.C.: National Catholic Educational Association.

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■ CHAPTER 2 ■

SCHOOL INCOME

TUITION

Tuition was defined in this study as money paid directly to the school for the education of the child. Determining the average tuition for all Catholic elementary school students is very difficult. Many schools (86%) have a sliding tuition scale for families with two or more children attending the same school. A different scale is used for Catholic students who are not members of the parish sponsoring the school (58%). A separate tuition scale exists in many schools for non-Catholic children (63%). Some schools have a different tuition for children in different grades. Another common practice is to charge one tuition rate when it is paid yearly and a higher rate when it is paid monthly. Finally, many parishes provide reduced tuition for families experiencing financial difficulties. Considering all these factors and arriving at an average tuition is next to impossible.

For this survey, the respondents were asked to indicate the tuition charged for the first child in a family that was a member of the parish. This tuition frequently is the amount from which all the other tuitions are derived. In the section that follows, the tuition is only for children in grades one to eight. In a later section, the tuition for preschool and kindergarten programs is examined.

An increasing number of schools are involved in fair-share tuition programs, and more parishes are using stewardship programs. Forty percent of the respondents indicated that the parish and school followed a stewardship program during the 2000-01 school year. Because of this large percentage, future surveys will have additional questions on this topic to discover the extent to which this program covers the school costs.

Tuition for Catholic Children in the Parish

According to this survey, about 75% of the student body in these Catholic elementary schools were members of the parish. The average tuition for the first Catholic elementary school child of a family in the parish in grade one to grade eight was $2,178 during the 2000-01 school year. NCEA reported the average tuition for such a child during the 1998-99 school year to be $1,787 (Kealey, 2000). The 2001 tuition represents an increase of 22% over the two-year period since the previous study was reported. This tuition increase is higher than the 19% increase that occurred between 1997 and 1999 and the 15% increase reported between 1995 and 1997.

The average tuition in 2000-01 for one child in grades one to eight in the private schools that responded to this study was $2,986.

Tuition in elementary schools varied according to the geographic region of the country. The lowest average tuition during the 2000-01 school year was in the Plains States, $1,564, which was $614 less than the national average, while the Mideast had the highest average tuition, $2,536, which was $358 higher than the national average. Exhibit 6 shows the 2000-01 average tuition according to the geographic regions of the country and, for comparison, the 1998-99 tuition.

EXHIBIT 6

Average Tuition by Region

Region	2001 Tuition	1999 Tuition
New England	$2,045	$1,689
Mideast	$2,536	$1,820
Great Lakes	$1,897	$1,373
Plains	$1,564	$1,454
Southeast	$2,238	$2,091
West/Far West	$2,515	$2,309
National	$2,178	$1,787

Tuition also varied according to the location of the school. Rural schools charged the lowest tuition, an average of $1,534, while suburban schools charged the highest tuition, an average of $2,412. The respondents to the questionnaire designated their own location according to the four categories given. Exhibit 7 shows the 2000-01 average tuition by school location and the 1998-99 tuition for comparison.

EXHIBIT 7

Average Tuition by School Location

Location	2001 Tuition	1999 Tuition
Inner City	$1,959	$1,638
Urban	$2,339	$1,860
Suburban	$2,412	$1,973
Rural	$1,534	$1,212
National	$2,178	$1,787

As has been the case since average tuition by location was first reported, rural schools had the lowest tuition. The increase in tuition for rural and inner-city schools has been the lowest over the two-year period since the last report. The increase in tuition in suburban schools has been $479 during the same period, an increase of 26%. The highest rate of increase occurred in rural schools, $322, or 27%.

Exhibit 8 shows the average tuition during the 2000-01 school year for the first child of a parent living in the parish according to school sponsorship. Not surprisingly, private schools had the highest average tuition, since they do not have parish or diocesan support. Parish schools had the lowest increase in tuition over the two-year period, $80, or 37%. The other three groups of schools had increases of 21%.

EXHIBIT 8

Average Tuition by Sponsorship

Sponsorship	2001 Tuition	1999 Tuition
Parish	$2,163	$1,784
Private	$2,986	$2,906
Interparochial	$1,658	$1,369
Diocesan	$2,120	$1,756
National	$2,178	$1,787

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Exhibit 9 shows the average tuition charged during the 2000-01 school year for the first child of a parent living in the parish according to school enrollment. Tuition varied greatly by the size of the school.

EXHIBIT 9

Average Tuition by Enrollment

Student Enrollment	2001 Tuition	1999 Tuition
1-99	$1,158	$1,116
100-199	$1,987	$1,578
200-349	$2,314	$1,852
350-499	$2,488	$1,857
500+	$2,233	$2,057
National	$2,178	$1,787

Examining how tuition falls into certain ranges is very instructive. Exhibit 10 shows the percentages of schools that charged tuition between certain ranges according to region, location, sponsorship, and enrollment.

EXHIBIT 10

Percentages of Schools Charging Tuition Between Set Amounts by Region, Location, Sponsorship, and Enrollment

	$1-$999	$1,000-1,999	$2,000-$2,999	$3,000 +	$4,000+
Region					
New England	0.0	46.2	48.7	5.1	0.0
Mideast	10.0	47.7	33.9	4.6	3.9
Great Lakes	10.3	58.1	28.7	1.5	1.5
Plains	27.1	49.2	18.6	3.4	1.7
Southeast	9.1	31.8	40.9	13.6	4.6
West/Far West	3.5	10.3	69.0	16.1	1.2
Location					
Inner City	7.5	42.5	40.0	10.0	0.0
Urban	9.3	38.5	42.2	6.8	3.1
Suburban	3.6	40.4	44.6	8.3	3.1
Rural	41.1	51.8	5.4	1.8	1.2
Sponsorship					
Parish	10.3	40.6	40.7	7.0	1.3
Private	8.3	41.7	25.0	0.0	25.0
Interparochial	13.9	55.6	25.0	5.6	0.0
Diocesan	4.8	48.4	40.3	4.8	1.6
Enrollment					
1-99	48.5	39.4	9.1	3.0	0.0
100-199	12,3	50.0	33.9	1.5	2.3
200-349	7.1	40.3	40.8	9.7	2.0
350-499	4.6	44.3	40.9	5.7	4.6
500+	2.9	32.4	52.9	10.3	1.5
National	10.1	42.2	38.7	6.8	2.32

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Exhibit 10 shows that the lowest tuitions were charged in the Plains states, in rural areas, and in schools with fewer than 100 students. The highest tuition rates among all schools were charged in the West/Far West, in suburban areas, in private schools, and in schools with between 200 and 349 students.

Tuition Assistance

In over 84% of the Catholic elementary schools surveyed, some form of tuition assistance was offered. Tuition assistance varied slightly according to location of the school. Exhibit 11 shows the percentages of schools in 2000-01, according to region, location, sponsorship, and enrollment, that offered tuition assistance.

EXHIBIT 11

Percentages of Schools That Offered Tuition Assistance by Region, Location, Sponsorship, and Enrollment

Region	**% Schools**
New England	87.2
Mideast	76.7
Great Lakes	82.2
Plains	82.6
Southeast	92.3
West/Far West	94.2
Location	
Inner City	79.0
Urban	88.1
Suburban	84.5
Rural	82.3
Sponsorship	
Parish	84.5
Private	100.0
Interparochial	87.2
Diocesan	80.9
Enrollment	
1-99	74.4
100-199	82.5
200-349	84.5
350-499	87.4
500+	89.7
National	84.4

The above exhibit shows that tuition assistance in all the categories examined was very close to the mean. However, a few notable exceptions appear. The schools with the highest percentage of tuition assistance were the private schools. This is understandable, given they had the highest tuition rates. Schools in the Southeast and West/Far West with the high tuition rates also provided more tuition assistance than schools in

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other geographic areas. Schools in the Mideast geographic region had the lowest rate of tuition assistance. This was also true in the studies conducted two and four years ago. Many more schools with larger enrollments provided tuition assistance than smaller schools.

Another form of tuition assistance is to have a sliding scale for families that have two or more children in the same school. Eighty-six percent of the schools had such a sliding scale.

Tuition for Non-parish Students

Over 58% of the Catholic elementary schools in this study had a separate tuition scale for students who were not members of the parish that sponsored the school. An average of about 25% of the student body did not belong to the parish sponsoring the school.

Tuition for Catholic students from other parishes. The average tuition for one Catholic child who was not a member of the parish, an average 13% of the student body, was $2,980 during 2000-01. This is 137% of the average tuition charged to one Catholic student within the parish. Rural schools charged the lowest average tuition for such students, $2,291. Schools in the West/Far West charged the highest average tuition for such students, $4,831.

Tuition for non-Catholic students. During the 2000-01 school year, 13.6% of the students enrolled in all Catholic elementary schools (McDonald, 2001) were non-Catholic. In this study, 13.5% of the students were identified as non-Catholic.

The average tuition for one non-Catholic child in a Catholic school was $2,848. This is 130% of the average tuition charged for one Catholic student within the parish. The tuition for a non-Catholic student is 81% of the average per-pupil cost. Nineteen percent of these non-Catholic children's educational expenses were generated from other sources. Exhibit 12 presents a comparison by region, location, sponsorship, and enrollment of the average tuition scales for non-parishioners during the 2000-01 school year.

EXHIBIT 12

Comparison of Special-Tuition Scale Averages for Catholic Non-Parishioners and Non-Catholic Students by Region, Location, Sponsorship, and Enrollment

	Non-Parishioner Tuition	Non-Catholic Tuition
Region		
New England	$3,067	$3,412
Mideast	$2,463	$2,555
Great Lakes	$2,778	$2,819
Plains	$2,130	$2,181
Southeast	$3,388	$3,465
West/Far West	$4,831	$3,117
Location		
Inner City	$2,650	$2,455
Urban	$2,868	$2,983
Suburban	$3,416	$3,155
Rural	$2,291	$2,343
Sponsorship		
Parish	$2,853	$2,898
Private	NA	NA
Interparochial	$2,207	$2,435
Diocesan	$2,643	$2,645
Enrollment		
1-99	$4,924	$1,856
100-199	$2,715	$2,635
200-349	$3,000	$3,090
350-499	$2,628	$2,811
500+	$3,063	$3,219
National	$2,989	$2,848

NA = Not applicable to private schools

COST OF MATERIALS

The schools were asked to approximate the per-pupil cost of instructional materials that students purchased in 2000-01. They were instructed to exclude the cost of materials received under state or federal loan programs. Exhibit 13 presents the range of cost of materials by region, location, sponsorship, and enrollment. This clearly shows that almost 60% of the schools charge less than $250 for materials. However, almost 25% of the schools charge more than $500 for materials. Very few schools charge in the middle of these two extremes.

EXHIBIT 13

Per-pupil Cost of Materials by Range in Region, Location, Sponsorship, and Enrollment by Percentage

	Range of Cost of Materials				
	$1-249	$250-299	$300-399	$400-499	500+
Region					
New England	56.8	8.1	16.2	0.0	18.9
Mideast	64.9	3.6	3.6	1.8	26.1
Great Lakes	68.9	0.8	6.8	3.0	20.5
Plains	57.8	9.4	2.8	3.1	21.0
Southeast	47.5	10.2	8.5	1.7	32.2
West/Far West	63.2	6.6	5.3	1.3	23.7
Location					
Inner City	58.8	4.4	5.9	1.5	29.4
Urban	61.1	3.5	4.2	4.2	27.1
Suburban	63.8	5.7	9.6	1.1	19.8
Rural	62.2	7.8	6.7	1.1	22.2
Sponsorship					
Parish	64.0	4.7	7.2	1.9	22.2
Private	46.2	0.6	7.2	0.0	46.2
Interparochial	69.7	6.1	6.1	3.0	15.2
Diocesan	55.7	6.6	4.9	1.6	31.2
Enrollment					
1-99	60.0	12.5	7.5	0.0	20.0
100-199	68.0	3.2	4.8	3.2	20.8
200-349	60.0	4.0	7.4	1.7	26.9
350-499	55.3	2.6	9.2	2.6	30.3
500+	65.6	11.5	6.6	1.6	14.8
National	62.0	5.2	7.0	2.1	23.8

PARISH SUPPORT

In this study, parish support was defined as the amount of money that the parish contributed to the school from sources of income that were specifically designated for parish projects. Parish support might have come from sources such as the Sunday church collection, parish endowment, or parish fund-raisers. Parish support did not include school debt service or capital improvements.

The respondents were asked to estimate what percent of the total parish revenue is given over to the school. Exhibit 14 shows the percent for each of the levels. The reader should recall that 40% of the respondents indicated that the parish had a stewardship program which means that more parish funds were devoted to the school.

EXHIBIT 14

Percentage of Parish Income Devoted to the School's Operational Expenses

Percentage of Parish Income	Percentage of schools Receiving this Income
Nothing	12.3
Less than 10	22.2
11-20	21.0
20+	44.6

Schools That Received a Subsidy

Over 85% of the Catholic elementary schools received a parish subsidy during the 2000-01 school year. This equals the figure reported in the last five studies.

Southeast schools had the lowest percentage of schools receiving a parish subsidy than any other group. Only about 75% of the Southeast schools received a parish subsidy in 2000-01, which is up about two percentage points in the two years since the last study was completed. This may explain why the tuition rate is highest in this region. Almost all rural schools (94%) received a parish subsidy.

According to this study, the geographic region in which the school is located also seems to be associated with receipt of a parish subsidy. The Great Lakes and Plains States had the highest percentages of schools that received a parish subsidy. Exhibit 15 presents the percentage of schools with a parish subsidy by region, location, sponsorship, and enrollment.

EXHIBIT 15

Percentages of Schools That Received a Parish Subsidy by Region, Location, Sponsorship, and Enrollment

Region	**% Schools**
New England	86.8
Mideast	81.6
Great Lakes	94.3
Plains	92.9
Southeast	75.0
West/Far West	78.2
Location	
Inner City	66.2
Urban	83.9
Suburban	90.5
Rural	93.8
Sponsorship	
Parish	88.6
Private	NA
Interparochial	78.4
Diocesan	82.1
Enrollment	
1-99	90.2
100-199	92.7
200-349	79.5
350-499	81.7
500+	89.7
National	85.5

NA = Not applicable to private schools

FUND-RAISING

Fund-raising was extensive; no school indicated that it did not hold fund-raisers to generate funds directly for the school. Exhibit 16 shows the percentages of schools that held various types of fund-raisers during the 2000-01 school year.

EXHIBIT 16

Percentages of Schools That Held Various Fund-raising Activities

Fund-raiser	% Schools
Candy Sale	50.9
Raffle	62.5
Socials	37.5
Auction	37.5
Magazine Sale	25.0
Carnival	12.5
Bingo	21.1
Bazaar	16.0
Other	87.5

Over the last two years, candy sales have decreased over five percentage points. The largest increase was in raffles, which are up ten percentage points. Magazine sales, carnivals, bingo and bazaars have all decreased at least two percentage points.

ENDOWMENT FUND

In this study, an endowment or development fund was defined as capital that was set aside specifically to provide revenue to the school from the interest or earnings that were generated from the principal.

Endowment funds were a new development in financing Catholic elementary schools. They had been widely established for years on the college level; several years ago many secondary schools began establishing their endowment funds. Only within the last ten years, however, have a substantial number of parish elementary schools begun to set up such a program. In this study, 51% of the schools had an endowment program. This is the first time that more than half of the schools had such a fund.

Exhibit 17 presents by region, location and sponsorship, the percentage of schools in 2000-01 that had an endowment fund, the average percentage of their total school income that came from their endowment fund, and the amount of the principal of the endowment fund.

EXHIBIT 17

Percentages of Schools with an Endowment Fund, Average Percentage of Total Revenue Received from the Endowment Fund, and Average Endowment Fund Principal by Region, Location, and Sponsorship

Region	% School Endowments	% Total Revenue Received	Endowment Principal
New England	30.6	1.1	$106,218
Mideast	34.9	1.0	$234,410
Great Lakes	53.1	2.3	$571,710
Plains	63.8	3.5	$1,491,357
Southeast	58.5	.5	$315,289
West/Far West	64.8	1.5	$3,311,714
Location			
Inner City	39.0	1.5	$146,770
Urban	56.0	1.4	$398,227
Suburban	43.9	1.2	$3,036,561
Rural	66.3	3.3	$318,321
Sponsorship			
Parish	50.2	1.7	$333,628
Private	41.7	1.2	NA
Interparochial	52.5	2.4	$433,426
Diocesan	53.0	1.6	$384,110
National	50.8	1.7	$1,187,703

The actual average revenue from endowments increased slightly (less than three-tenths of a percent) over the two-year period since the last study. Rural and inner city schools have had a decline in the amount of their endowments over the last two years. The Plains States, which up to this time had the highest percentage of schools with endowments, have fallen to fourth place.

Based on all the schools in this survey, only 1.7% of the schools' per-pupil cost came from their endowment fund.

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SUMMARY OF SCHOOL INCOME

The respondents to the survey were asked to indicate the percentages of school income that came from tuition and fees, school fund-raising, endowment, parish subsidy, and other sources. Exhibit 18 presents the averages of the percentages respondents listed.

EXHIBIT 18

Average Percentage of School Revenue from Various Sources

Source	% Total Revenue
Tuition and Fees	59.6
School Fund-raising	8.4
Endowment	1.7
Parish Subsidy	24.1
Other	6.9

During the last two years, the percentage of income has remained quite constant. The only significant change is a one-percent drop in income from fund-raising.

For the first time this year, respondents were asked, "About what percentage of the parish income was given to the school for operational expenses?" Exhibit 19 below shows these percentages by geographic area and location.

EXHIBIT 19

Average Percentage of Parish Revenue Dedicated to the School by Region and Location.

Region	ZeroPercent	Less than 10%	10%-20%	Over 20%
New England	11.4	28.6	37.1	22.9
Mideast	13.5	17.7	18.5	50.4
Great Lakes	5.9	10.3	22.1	61.8
Plains	3.0	10.5	10.5	76.1
Southeast	23.2	30.4	25.0	21.4
West/Far West	21.7	49.4	21.7	7.2
Location				
Inner City	26.3	25.0	19.7	29.0
Urban	13.7	20.9	26.8	38.6
Suburban	9.6	23.0	24.7	42.7
Rural	3.4	20.2	4.5	71.9

REFERENCES

Kealey, R. J. (2000). *Balance Sheet for Catholic Elementary Schools: 1999 Income and Expenses.* Washington, D.C.: National Catholic Educational Association.

McDonald, D. (2001). *United States Catholic Elementary and Secondary Schools 2000-2001: The Annual Statistical Report on Schools, Enrollment and Staffing.* Washington, D.C.: National Catholic Educational Association.

■ CHAPTER 3 ■
EXPENSES

PER-PUPIL COST

In this study, the per-pupil cost was defined as the total cost to educate one child in the school. This was determined by adding all the operating costs of the school (excluding debt service and capital expenses) and dividing this sum by the total number of students in the school.

The projected per-pupil expenditure for students in government-run schools for 2000-2001 was $7,079 (*School Reform News*, December, 2001).

According to this research, the average per-pupil cost for the 2000-01 school year for Catholic elementary school students was $3,505. In New England Catholic elementary schools the per-pupil cost was about $817 less than the national average. NCEA reported the average per-pupil cost for Catholic elementary schools during the 1998-99 school year as $2,823 (Kealey, 2000). The 2001 figure represents an increase of $682, or 24%, over the two-year period.

The tuition for the first child of Catholic parents attending a parish school for 2000-01 was $2,127. For that same child the per-pupil cost was $3,505. This means that almost 61% of this child's per-pupil cost was covered by this tuition received. The writer reminds the readers that all the tuition collected does not cover 39% of the per-pupil cost. The vast majority of the schools (86%) had a sliding scale for the second, third and other children from the same family. This would lower the percent of per-pupil cost covered by tuition. About 84% of the schools had some form of financial aid. This would further lower the percentage. Exhibit 20 shows by region, location, sponsorship, and enrollment the average per-pupil cost, the average per-pupil tuition received, and the percentage of the per-pupil cost covered by the per-pupil tuition received. These percentages are merely presented as a guide.

EXHIBIT 20

Averages of Per-Pupil Cost and Tuition and Percentages of Per-Pupil Cost Covered by Tuition by Region, Location, Sponsorship, and Enrollment

Region	Per-pupil Cost	Tuition	% Cost Covered by Tuition
New England	$2,688	$2,045	76.1
Mideast	$3,622	$2,536	70.0
Great Lakes	$3,641	$1,897	52.1
Plains	$3,029	$1,563	51.6
Southeast	$3,102	$2,238	70.8
West/Far West	$4,136	$2,515	60.8
Location			
Inner City	$3,986	$1,959	49.1
Urban	$3,131	$2,339	74.7
Suburban	$3,696	$2,412	65.3
Rural	$3,323	$1,534	46.1
Sponsorship			
Parish	$3,320	$2,163	65.2
Private	$9.158	$2,985	32.5
Interparochial	$3,050	$1,658	54.4
Diocesan	$3,425	$2,120	61.9
Enrollment			
1-99	$5,014	$1,157	23.1
100-199	$3,361	$1,989	59.2
200-349	$3,668	$2,314	63.1
350-499	$3,027	$2,488	82.2
500+	$2,950	$2,233	75.7
National	$3,505	$2,178	62.1

SALARIES - ADMINISTRATORS

Principals

Six years ago, the percentage of lay principals (*lay* refers to people who are not members of religious communities or are not priests) was 53%, and the percentage of priests/religious principals was 47%. In this study, for 2000-01, 68% of the Catholic elementary school principals are laywomen and laymen. In this study, over 82% of the Catholic elementary school principals were women, up by one percentage point in two years. Ninety-six percent of the principals were full-time administrators. In the Great Plains States, 10% of the principals were part-time principal and part-time teachers, and in rural schools, 17% of the principals were part-time principals and part-time teachers.

Exhibit 21 shows the percentages of principals in 2000-01 who belonged to different vocations.

EXHIBIT 21

Percentages of Principals by Vocation

Vocation	% Principals
Priest	0.4
Brother	1.5
Sister	29.9
Total Priests/Religious	31.8
Layman	16.2
Laywoman	52.0
Total Laity	67.2

Members of religious communities. Principals who were members of religious communities or priests composed 32% of the 550 respondents in this study. Priests made up less than 1% of this number and brothers, about 2% of this number. This total percentage of priests and members of religious communities who were Catholic elementary school principals is thirty percentage points lower than the figure reported in 19989.

The average stipend for religious sisters who were administrators was $28,876 in 2000-01, almost $3,000 more than two years ago. This increase may reflect a practice adopted by many dioceses of beginning to bring the stipends of religious into closer alignment with salaries of lay people. The reader should recall that the school gives a stipend to the religious community for each of the religious working in the school. In addition to the stipend, the school may or may not furnish the religious with a residence and other materials needed for daily living. The costs associated with these other expenses were not included in the average stipend cited above.

Laywomen and laymen. In this study, laywomen and laymen composed about 67% of the principals. The average salary for these administrators of Catholic elementary schools was $45,154, about $1,500, or 2%, higher than two years ago. Laymen who are principals of Catholic elementary schools received a salary of $47,834, while laywomen received a salary of $44,301. This is a difference of $3,533 or 8%. The National Association of Elementary School Principals reported $72,587 as the average salary paid elementary school principals and $77,382 paid middle school principals (Williams, 2000). Exhibit 22 shows the salaries of lay principals for 2000-01 by region, location, sponsorship, and enrollment.

EXHIBIT 22

Average Salary of Lay Principals by Region, Location, Sponsorship, and Enrollment

Region	**Salary**
New England	$40,899
Mideast	$44,322
Great Lakes	$44,062
Plains	$41,090
Southeast	$45,971
West/Far West	$51,413
Location	
Inner City	$45,096
Urban	$46,225
Suburban	$48,427
Rural	$36,554
Sponsorship	
Parish	$45,050
Private	$51,518
Interparochial	$44,719
Diocesan	$43,146
Enrollment	
1-99	$35,158
100-199	$37,286
200-349	$46,806
350-499	$48,813
500+	$55,485
National	$45,154

Exhibit 23 shows how the salaries of lay principals in Catholic elementary schools were distributed in 2000-01.

EXHIBIT 23

Percentage of Lay Principals in Set Salary Ranges

Salary	% Lay Principals
Below $25,000	3.2
$25,000-$34,999	12.1
$35,000-$44,999	36.8
$45,000-$54,999	28.2
$55,000+	19.8

Assistant Principals

In this study, about 34% of the schools had an assistant principal. These assistant principals were most often found in schools in the West/Far West (51%) and least often found in schools in the Plains States (17%)

In the 34% of the schools that had an assistant principal, this position was a full-time position in over 46% of the cases. Over 56% of these schools in the Southeast had a full-time assistant principal. Only 27% of the rural schools had a full-time assistant principal, and more than 50% of these private schools had a full-time assistant principal.

Sisters who occupied this full-time position in 2000-01 received an average stipend of $20,903. This is about $8,000 less than the stipend that the sister principal received ($28,876). A lay person who served as a full-time assistant principal received an average salary of $37,297, almost a $3,000 increase in two years and almost $8,000 less than the lay principal. Most part-time assistant principals received additional compensation for this position.

SALARIES - TEACHERS

Average Salary

The National Association of Elementary School Principals (Williams, 2001) reported that the average classroom teacher in government-controlled schools earned an average salary of $43,653 for the 2000-01 school year.

The average salary of Catholic elementary school lay teachers with a bachelor's degree and higher degrees, as determined by this research, was $28,489. This is $2,128 more, or 8% higher, than the average reported two years ago, but only 65% of the average salary for teachers in government-run schools during 2000-01.

Exhibit 24 shows the percentages of lay teachers' salaries that fell within set ranges during the 2000-01 school year.

EXHIBIT 24

Percentage of Lay Teachers in Set Salary Ranges

Salary	% Teachers
Below $20,000	13.6
$20,000-$24,999	29.6
$25,000-$29,999	38.5
$30,000-$34,999	12.5
$35,000+	5.6

Salaries differed according to the location of the school. In 2000-01, the average salary of teachers in Catholic elementary inner schools, $36,982, was about $8,500 more than the national norm, while the average salary for rural school teachers, $21,877, was over $6,600 less than the national norm.

Salaries also differed in 2000-01 according to the geographic region in which the schools were located. Catholic elementary schools in the Southeast paid the highest average salary in the country, $35,173, over $6,600 more than the national norm. Schools in New England paid the lowest average salary, $24,010, about $4,400 less than the national norm. The New England schools have had the lowest salaries since the first of these reports in 1989.

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Beginning Teachers' Salaries

A beginning lay teacher with a bachelor's degree earned an average of $20,437 teaching in a Catholic elementary school during the 2000-01 school year. This is almost $1,400, or 7%, higher than two years ago.

A beginning lay teacher with a bachelor's degree teaching in a rural Catholic elementary school during 2000-01 earned an average of $18,082, over, #2,400 less than the national norm for all beginning Catholic elementary school teachers with the same degree. A teacher beginning to teach in the West/Far West earned an average of $22,866, over $2,400 more than the national norm for beginning teachers in Catholic elementary schools.

The average salary of a beginning lay teacher with a master's degree was $22,403 in 2000-01, over $1,708, or 8%, more than the figure reported two years ago. The master's degree earned for this teacher over $1,900 more in salary than a beginning teacher with a bachelor's degree earned, according to this study. This difference is $400 higher than that reported for the last four years.

In this study, a beginning teacher with a master's degree in a rural Catholic elementary school earned an average of $19,541, over $2,800 less than the national norm. A person with the same qualification who taught in the West/Far West earned over $3,200 more than the national norm, or an average of $25,681.

Highest Teachers' Salaries

For the 2000-01 school year, the average salary of the highest paid lay teachers in the 391 Catholic elementary schools that participated in this research was $33,426, which is over $10,000 less than the average ($43,653) of all teachers in government-operated schools. Catholic elementary school teachers earn about 65% of the salary of teachers in state-run schools.

In rural Catholic elementary schools, the average highest lay teacher's salary was $27,430, or almost $6,000 less than the national norm. In suburban schools, the average highest salary was $35,924, about $2,500 more than the national norm. The highest paid Catholic elementary school teacher in the Plains States region earned an average of $29,571, over $3,800 less than the national norm, while similar teachers in the West/Far West were paid $2,600 more than the national average of highest salaries for Catholic elementary school teachers.

Exhibit 25 presents the average salaries of lay teachers by region, location, sponsorship, and enrollment.

EXHIBIT 25

Average Salaries of Lay Teachers by Region, Location, Sponsorship, and Enrollment

Region	Beginning Teacher with Bachelor's Degree	Master's Degree	Highest Salary	Average Salary
New England	$18,314	$19,978	$30,315	$24,010
Mideast	$21,057	$22,504	$35,095	$27,954
Great Lakes	$19,480	$21,718	$34,042	$26,963
Plains	$19,001	$21,053	$29,571	$23,163
Southeast	$20,787	$21,943	$31,149	$35,137
West/Far West	$22,866	$25,681	$36,060	$33,539
Location				
Inner City	$20,536	$22,174	$31,799	$36,983
Urban	$20,689	$22,845	$34,746	$25,953
Suburban	$21,348	$23,425	$35,924	$30,514
Rural	$18,082	$19,541	$27,430	$21,877
Sponsorship				
Parish	$20,488	$22,510	$33,173	$28,615
Private	$19,282	$22,726	$45,993	$23,885
Interparochial	$19,475	$21,275	$31,683	$24,516
Diocesan	$20,389	$21,940	$32,815	$30,718
Enrollment				
1-99	$17,531	$18,656	$24,184	$18,398
100-199	$18,684	$20,426	$30,767	$22,375
200-349	$21,348	$23,319	$35,084	$31,650
350-499	$21,127	$23,475	$35,328	$29,386
500+	$22,261	$23,937	$37,301	$28,170
National	$20,437	$22,403	$33,426	$28,489

Members of Religious Communities

During the 2000-01 school year, religious and priests made up about 6% of the Catholic elementary and middle school educational staff (McDonald, 2001). In this study, 31% of the schools had at least one full-time teacher who was a religious sister. This figure is six percentage points lower than two years ago. Many members of religious communities, whether they served as principals or as teachers, received a stipend that was less than the regular salary given to a lay person. During the 2000-01 school year, the average stipend was $27,098 for religious sisters in this study, which is over $2,300 more than the 1998-99 figure, or an increase of about 9%. The percentage of increase in the stipend for religious women is one percentage point higher than the increase in lay teachers' salaries over the two-year period. Many dioceses have made deliberate efforts to increase the stipends to religious educators. When considering the stipend for religious, the reader must recall that in some cases the parish also paid for the upkeep of the residence, an automobile, a cook, a housekeeper, etc. Because of the great variation in these arrangements, no attempt was made to place a monetary value on them.

Part-time Teachers

The questionnaire defined a part-time teacher as an instructor who came to the school for a few days each week to teach a particular subject, such as art, music, or physical education. During the other days of the week, the part-time teacher may have taught in neighboring schools. Such instructors were very common in the schools surveyed; over 85% of the respondents reported employing part-time teachers. Over 86% of these schools reported that the teacher's salary varied according to the person's experience and degrees. The average per-day salary for a part-time lay teacher was $157, fifty-two dollars higher than two years ago.

Substitute Teachers

This study defined substitute teachers as individuals who replaced teaching staff for a day or a short period of time when the full-time teacher was sick or absent for another reason. In this study, over 96% of the schools reported employing substitute teachers for an average salary of $74 per day, the same amount as reported two years ago. In only 18% of the schools did the salary of these people vary according to their degrees and experience.

SALARIES - OTHER PERSONNEL

Secretaries

A school secretary was on the staff of 99% of the schools, and this position was full-time in 90% of the schools. Laywomen constituted almost 96% of these secretaries. The average salary for 2000-01 of a full-time laywoman secretary in a Catholic elementary school was $20,534, over $2,000 higher than two years ago. Thirty-eight percent of these secretaries worked 10 months and 34% worked 11 months of the year.

Development Directors

Because of the increased emphasis on development, the study sought to determine the number of development directors in Catholic elementary schools during the 2000-01 academic year. Only 15% of the schools reported that they employed a development director, two percentage points higher than two years ago. Of these schools, almost 32% had a full-time development director; the remainder had a part-time director. The average yearly salary for full-time lay development directors was $38,184.

BENEFITS

The percentages listed below refer to benefits full-time teachers earned in the Catholic elementary schools surveyed. The benefits for those in administrative and staff positions were very similar. Included in this information are data on religious educators and laymen and laywomen.

Ninety-six percent of the schools had some form of a health plan for their educators to which the school contributed. In the Plains States, only 88% of the schools had health insurance.

Eighty-eight percent of the respondent schools contributed to a retirement plan for their educators.

Sixty-seven percent of the schools offered their educators a paid form of life insurance.

Sixty-nine percent of the respondents provided disability insurance.

Sixty percent of the schools supplied a paid dental plan for their educators.

In 53% of the schools, the diocesan school office gave final approval for all the benefits. In 24% of the schools, the pastor made this decision.

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■ CHAPTER 4 ■

SPECIAL ISSUES

PREKINDERGARTEN PROGRAMS

During the 2000-01 academic year, 61% of the Catholic elementary schools in this study conducted prekindergarten programs. Since the 1988-89 school year, the number of schools with prekindergarten programs has grown from 31% to 61% of all Catholic elementary schools. Since the 1982-83 school year, when NCEA first started tracking enrollment in prekindergarten programs, the number of students attending Catholic school prekindergarten programs has grown by more than 470%. Over the last two years, notable increases in prekindergarten programs have been seen in all geographic areas.

Exhibit 26 shows the percentage of prekindergarten programs by region, location, sponsorship, and enrollment.

EXHIBIT 26

Percentages of Schools with Prekindergarten Programs by Region, Location, Sponsorship, and Enrollment

Region	**% Schools**
New England	70.0
Mideast	73.3
Great Lakes	57.1
Plains	54.3
Southeast	69.7
West/Far West	41.1
Location	
Inner City	61.5
Urban	63.9
Suburban	58.6
Rural	58.2
Sponsorship	
Parish	61.5
Private	42.9
Interparochial	45.0
Diocesan	66.7
Enrollment	
1-99	48.8
100-199	68.1
200-349	57.6
350-499	56.2
500+	65.7
National	60.6

Of the prekindergarten programs operating in Catholic elementary schools in 2000-01, just 30% were full-day programs. In 16% of the schools, parents were given the option of sending their children to either a full-day or part-day program. In the inner-city schools, 71% of the Catholic schools with prekindergarten programs had full-day programs.

Over 45% of the prekindergarten programs in Catholic elementary schools were conducted for a full week, Monday to Friday. An additional 21% of the prekindergarten programs offered families the option of five days or less.

The average tuition charged in 2000-01 for a child who was a parishioner in a full-day, five-days-a-week prekindergarten program was $2,508, an increase of almost $300 in two years. The national average tuition for half-day, five-days-a-week prekindergarten programs was $1,583. Exhibit 27 shows the average tuition for full-day, five-days-a-week and half-day, five-days-a-week prekindergarten programs by region, location, sponsorship, and enrollment.

EXHIBIT 27

Average Tuitions for Full-Day and Half-Day, Five-Days-a-Week Prekindergarten Programs by Region, Location, Sponsorship, and Enrollment

	Full-Day Tuition	Half-Day Tuition
Region		
New England	$2,144	$1,802
Mideast	$3,004	$1,982
Great Lakes	$2,408	$1,435
Plains	$2,807	$ 915
Southeast	$2,255	$1,419
West/Far West	$2,275	$1,773
Location		
Inner City	$2,236	$1,205
Urban	$2,767	$1,717
Suburban	$2,898	$1,680
Rural	$1,603	$1,275
Sponsorship		
Parish	$2,630	$1,618
Private	$1,853	$3,550
Interparochial	$1,927	$1,191
Diocesan	$2,039	$1,273
Enrollment		
1-99	$1,474	$ 878
100-199	$2,249	$1,558
200-349	$2,857	$1,901
350-499	$2,316	$1,233
500+	$2,571	$1,739
National	$2,508	$1,583

KINDERGARTEN PROGRAMS

In this study, 97% of the Catholic elementary schools conducted kindergarten programs during the 2000-01 school year. This is three percentage points higher than in the last study.

Seventy percent of these Catholic elementary schools offered full-day kindergarten programs, and virtually all of them (97%) were full-week programs. These two percentages are very close to the results reported for 1998-1999.

During the 2000-01 school year, the average tuition for a full-day, five-days-a-week kindergarten program was $2,168, an increase of $284; for a half-day, five-days-a-week kindergarten program the average tuition was $1,436, an increase of $62.

Exhibit 28 presents the percentages of full-day kindergarten programs and their average tuition by region, location, sponsorship, and enrollment.

EXHIBIT 28

Percentage of Schools with a Full-Day, Five-Days-a-Week Kindergarten Program and Average Tuition by Region, Location, Sponsorship, and Enrollment

	% Schools Full-Day	% Schools Five Days	Tuition
Region			
New England	87.2	100	$2,084
Mideast	78.8	100	$2,165
Great Lakes	56.1	95.7	$2,020
Plains	51.7	86/8	$1,625
Southeast	89.1	98.4	$2,276
West/Far West	69.3	98.9	$2,625
Location			
Inner City	89.9	100	$1,938
Urban	68.5	97.0	$2,386
Suburban	61.1	99.5	$2,373
Rural	72.2	87.8	$1,492
Sponsorship			
Parish	66.8	97.3	$2,148
Private	92.3	100	$3,187
Interparochial	62.2	91.9	$1,685
Diocesan	83.6	97.1	$1,958
Enrollment			
1-99	70.3	86.1	$1,220
100-199	80.1	97.8	$1,776
200-349	73.3	96.5	$2,487
350-499	56.3	97.7	$2,233
500+	54.3	100	$2,383
National	69.6	96.8	$2,168

EXTENDED-DAY PROGRAMS

In this study, an extended-day program was defined as a program that the school sponsored for students before and/or after school in order to provide children with a safe environment while their parents or other guardians were not available to take care of them. These programs existed in 68% of the Catholic elementary schools in this sample. This is an increase of one percentage point since the last study.

In the inner city, about 80% of the Catholic elementary schools had such programs (up seven percentage points since 1998-99), while in rural areas, these programs were conducted in only 38% of the schools (up one percentage point since the last report).

Exhibit 29 presents the percentage of schools with an extended-day program by region, location, sponsorship, and enrollment.

EXHIBIT 29

Percentages of Schools with an Extended-Day Program by Region, Location, Sponsorship, and Enrollment

Region	**% Schools**
New England	70.0
Mideast	72.6
Great Lakes	56.6
Plains	47.9
Southeast	79.1
West/Far West	84.4
Location	
Inner City	79.5
Urban	72.5
Suburban	73.2
Rural	37.8
Sponsorship	
Parish	70.4
Private	71.4
Interparochial	52.5
Diocesan	59.4
Enrollment	
1-99	20.9
100-199	64.5
200-349	70.1
350-499	78.9
500+	80.0
National	67.6

The average cost to the parents for these programs was $4.66 per hour. Most of the schools that had an extended-day program allowed children in all grades to attend.

CHILDREN WITH SPECIAL NEEDS

Schools in this study reported an average of about 14 students who were classified as disabled. Schools were asked to indicate if they had at least one child who was identified with selected disabilities. Twenty-eight percent of the schools had a resource teacher paid by the school to assist children with special needs. These resource room teachers assisted an average of 33 students per school. Exhibit 30 shows the average percentage of schools nationally that indicated that they had such children in their classes.

EXHIBIT 30

Percentage of Schools Nationally with Students with Selected Disabilities

Disability	% National
Speech Impairments	63.6
Learning Disabilities	71.5
Physical Disabilities	10.5
Hearing Impairments	22.7
Visual Impairments	10.3
Autism/Non-language Learning Disorders	9.1
Emotional/Behavioral	15.4
ADD/ADHD	69.1
Multiple Disabilities	11.7

Twenty percent of the schools indicated that they had programs for gifted students. In the Plains states, 27% of the schools had such programs, while the New England States had the lowest number, 8%.

GRADUATES OF CATHOLIC ELEMENTARY/MIDDLE SCHOOLS

Last year, 68% percent of students in Catholic elementary/middle schools went on to attend a Catholic secondary school. This is one percentage point higher than two years ago. All geographic areas were close to this average except the West/Far West, where only 61% of the students attended a Catholic secondary school. In the Mideast states, 73% of the graduates went on to Catholic secondary school. A greater percentage of students in parish and private schools (70%) attended a Catholic secondary school than students in interparochial and diocesan schools.

TECHNOLOGY

Ninety-three percent of the schools in this study had computer labs during the 2000-01 school year. In New England and the Mideast states, 97% of the schools had computer labs. Eighty-nine percent of the classrooms had computers (up eight percentage points in two years), and the typical classroom had two computers in it. The respondents indicated that 75% of the teachers were proficient in the use of computers. Over 85% of the adolescent students in middle school programs were computer-literate.

SCHOOL LUNCH PROGRAMS

Seventy-two percent of the schools offered some cafeteria service for lunch. Of those schools with cafeteria service, 48% had revenue-producing programs. Fifty-three percent of the schools participated in the

free or reduced-price lunch program. Seventy-one percent of inner city schools and over 76% of rural schools offered the free or reduced-price lunch program.

SUMMER SCHOOL

Twenty percent of the Catholic elementary schools in this study conducted a summer school during the 2001 summer. Twelve percent had a combination of summer school and recreational programs. Only 3% of the schools conducted some type of educational/recreational program during Christmas recess, spring recess, and other times during the academic year when school is not in session.

SCHOOL UNIFORMS

Ninety-one percent of the schools required the students to wear a uniform during the 2000-01 school year. In the Southeast and Mideast states, virtually all the schools in this study required a uniform, while the Plains states had the lowest number of schools requiring uniforms, 77%.

ADULT VOLUNTEERS

Adults provided voluntary service in 92% of the schools. All geographic regions of the country are within seven percentage points of this number. Adults served as classroom aides in 73% of the schools, as lunchroom aides in 65%, as schoolyard monitors in 58%, and as office aides in 49%.

DEVELOPMENT PROGRAMS

In an effort to receive a clearer understanding of what is happening in Catholic elementary/middle school development programs, the questionnaire contained several questions on this area.

Respondents were asked to indicate if their school had any of several programs that are usually considered essential to any effective development effort. Exhibit 31 presents the results.

EXHIBIT 31

Percentage of Schools with Specific Development Activities

Activity	% of Schools
Long-range Plan	82.6
Case Statement	14.5
Alumni Program	32.9
Annual Appeal	32.0
Planned Giving Program	18.9

All of the percentages reported above represent an increase over the two-year period. Almost twice as many private schools had alumni, planned giving, and annual appeal programs as compared to the national average. In the Mideast states, less than 10% of the schools had any form of planned giving.

While only 33% of the schools had alumni programs, over 41% solicited the alumni for funds. Only 32% of the schools had an annual appeal, but they generated almost $21,370 in income to the school, which is approximately the salary of one teacher.

■ CHAPTER 5 ■

RESPONDENTS' COMMENTS

INVITATION

The last item on the survey invited the respondents to offer suggestions to help other schools. The statement read, "On the response sheet, describe briefly on the lines provided the one item regarding the financing of your school that would be most helpful to share with other Catholic elementary school administrators." One hundred nine respondents provided comments. As would be expected, the ideas addressed all aspects of financing Catholic schools. This chapter attempts to highlight the most common elements that were mentioned.

FUND-RAISING

Fund-raising remained an essential aspect in financing Catholic elementary schools. This item was mentioned by three times as many people as any other item mentioned. The script program was most often mentioned by the respondents as a significant element in their generating revenue for their schools. This program had the benefits of not adding additional financial burdens on the school parents and it appealed to all parishioners. One school indicated it received $40,000 in revenue from this program. Some schools required that families assist in various fund-raising activities. The families received the option of donating their time or paying an additional amount to the school. One school raised $30,000 through the resale of school uniforms and an additional $20,000 from its thrift store. A walkathon produced $20,000 for another school. Finally a school mentioned its sold trash bags as part of its fund-raising program.

DEVELOPMENT

The second largest number of comments center on financial development activities. This high acknowledge of the importance of development activities is most interesting given the fact that only 15 percent of the respondents had a development director. This shows that these schools truly believe that financial development activities are a viable way of maintaining the schools. One respondent called the development director a "necessity." The most often mentioned activities related to development are the creation of an alumni directory and alumni association. Almost one third of the schools already solicit the alumni for financial support.

The number of comments related to endowment funds seems to indicate that this financial development activity is beginning to be recognized as an essential aspect of the school's financial resources. This is the first year that the number of schools with endowment funds surpassed the 50 percent mark. While less than two percent of the per-pupil cost is covered by endowment funds, this percentage has been increasing each year.

PARISH SUPPORT

Several schools followed a stewardship program, a modified stewardship program, or a fair-share tuition program. A number of schools mentioned their satisfaction with having a tuition collection company collect the tuition. They indicated that this saved the staff many hours of work and increased the percent of tuition collected.

This is the first year since NCEA began collecting this data in this format that the percent of parish subsidy did not drop. For the last two reports the percent of the per-pupil cost covered by parish subsidy has been 24 percent. This is very significant because during the last 15 years this percent has fallen from 65 percent to 24 percent. Over 64 percent of the parishes give more than 10 percent of the total parish income to the ministry of the Catholic school. In talking to superintendents of schools and principals from across the country a trend seems to be emerging. Between 20 and 30 percent of the total parish revenue seems be devoted to the Catholic school ministry. Several parishes have a special collection for the Catholic school. One parish has the practice of having a special collection for the school on every Sunday there is no other special collection. This collection has netted $20,000.00.

SOUND MANAGEMENT PROCEDURES

A surprising number of respondents referred to the school budget. They indicated that the principal must be involved in the budgetary process, i.e., creation of the budget and being accountable for living within the budget. Several mentioned the importance of monitoring the budget each month. Other spoke glowingly of the role that the school finance committee played in the budget process. This is a very important step forward. The author from his conversations with principals has the impression that a large number of principals are still not intimately involved in the budgetary process. Money matters are still handled "over in the rectory." "If I need something, I ask Father for it." Only one person related the budgetary process to the aging buildings and the need for ongoing maintenance.

TUITION

A number of respondents mentioned the need to keep tuition affordable for all parents. Several people mentioned the need for all parishioners to understand the difference between the "real tuition" and the "tuition charged." While they did not elaborate on it, they seemed to be hinting at establishing a "cost based tuition." One person mentioned that 88 percent of the parents in this school paid the full per-pupil cost.

Related to this issue is the need for increased teacher salaries. Several related the low salaries to the problem Catholic schools had recruiting and retaining teachers.

GOVERNMENT ASSISTANCE TO PARENTS

In previous years, several schools mentioned the need for the federal and state governments to assist in funding the education of children who elected to attend Catholic schools through either vouchers or tax credit. This year no one mentioned this. The NCEA Department of Elementary Schools Executive Committee recently issued a statement on the role of the principal in the public policy debate over full and fair parental choice in education. Perhaps this statement and the decision of the U.S. Supreme Court in the Cleveland voucher case to be announced in June may create a greater sense of need for principals to become involved in this process.

VOLUNTEERS

Several respondents spoke glowingly of the support that the volunteers gave to the school. In particular they mentioned the work of the home and school association and senior parishioners. One person wrote that the school would not survive without the help of volunteers. These volunteers are engaged in a wide variety of tasks: assisting the teachers, assisting in the office, monitoring the lunchroom and schoolyard, Providing supplementary services (music and art), painting and other general maintenance activities.

CONCLUSION

The above remarks showed great support for Catholic schools, but these and many not recorded above showed the deep anxiety the respondents had regarding the financial stability of the school. But hope exists. More and more principals are coming to realize the value of involving qualified parent volunteers in the financial management and development of the schools. Not only are principals realizing this, but they are making even greater use of this valuable expertise. This will take effort, however, and a change in some views of Church finances.

▪ APPENDIX A ▪

2000-2001 SURVEY OF CATHOLIC ELEMENTARY SCHOOL FINANCES AND RESPONSE SHEET

October 1, 2001

NCEA

NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION

To: Catholic Elementary School Principal

From: Robert J. Kealey, Ed.D., Executive Director
Department of Elementary Schools

Re: **Survey of Catholic Elementary School Finances, 2000 - 2001 School Year**

I ask your assistance in a most important project that will benefit you, your school community, and the entire Catholic elementary school community. I need you to complete the enclosed questionnaire on the finances of your school for the last school year. You and about 1,000 principals of other Catholic elementary schools have been chosen by a random sample method. The combined responses will provide an accurate picture of the finances of Catholic elementary schools for the last school year. This will help you, your school community, and all other Catholic elementary schools to prepare budgets for the next school year. Accurate financial information is essential as the passage of parental choice in education legislation nears.

Several questions may arise about this request.

Why was this school chosen? This school was selected based on specific criteria that would ensure a national random sample of Catholic elementary schools in the United States. You may be tempted to say that any school could participate. This is not true; you and the information from your school are very important to the success of this project. Your completing the survey ensures that we have a true cross section of all Catholic elementary schools.

Will the information that you supply be confidential? I assure you that all the information that you supply to NCEA will be held in the strictest confidence. Information about any individual school will not be made available to any source by me or anyone at NCEA. Reports based on the data that you and your colleagues supply will be presented for the following areas: (1) national norms; (2) regional norms; (3) type of school (inner city, urban, suburban, rural); (4) norms according to the size of the school. Information will not be presented on any individual school, diocese, or even state.

Why is there a label with the name of the school on the top of the response form? The label allows me to determine the geographic region in which the school is located. I need to know which schools have replied in order to ensure our sample is truly national. The label also allows me to send a complimentary copy of the financial report to those schools that have participated in the study. This is a small way of thanking you for your assistance.

Why is the information asked for the 2000 - 2001 school year? This is the last completed school year. Therefore, all your financial reports for the year are closed. This provides accurate data rather than data based on predictions for this school year.

How long will it take to complete the questionnaire? It will take about 20 minutes to complete the report. Although there are about 100 questions, many of these you can answer without looking up data. A copy of your end-of-year financial report for last school year will provide most of the information that you cannot recall from memory.

When is the report due back to NCEA? I would like the report back as soon as possible. This will enable us to begin to enter the data, which you can imagine is quite a task because 1,000 schools will respond. Our goal is to analyze the data and have results available by March 2002 so you can use the information as you set budgets for the following school year. I do request that all questionnaires be returned to me by October 31, 2001.

I thank you for your help with this project. Your assistance will enable us to provide accurate data as we move forward with our efforts to secure for our parents the financial support to choose the school that they believe is best for their children. Your assistance provides all Catholic schools with a guide when they set tuition and salaries for the next year. Your assistance manifests your oneness with the entire Catholic elementary school community.

National Catholic Educational Association, 1077 30th Street, NW, Suite 100, Washington, DC 20007-3852 • (202) 337-6232

2000 - 2001 SURVEY OF CATHOLIC ELEMENTARY SCHOOL FINANCES

National Catholic Educational Association
Department of Elementary Schools

DIRECTIONS:

a) Please use the response sheet for all your answers and give information for the **2000 - 2001 school year**.

b) On the response sheet, please circle the letter that best represents your answer or write the requested percentage, dollar amount, or other specific response on the line provided.

Section 1. SCHOOL DEMOGRAPHICS

1. _____ On the response sheet, please circle the one letter that best describes the location of the school in 2000 - 2001.
   a) inner city b) urban (non-inner city)
   c) suburban d) rural

2. _____ In what state is the school located?

3. _____ On the response sheet, please circle the one letter that best describes the school.
   a) parish school
   b) private school
   c) interparochial school
   d) diocesan school
   e) religious community sponsored school

4. _____ On the response sheet, please circle the one letter that represents the enrollment at your school in 2000-01.
   a) 1-99 b) 100-199 c) 200-349
   d) 350-499 e) 500

5. _____ What percentage of your students who graduated in June 2000 attended a Catholic high school in 2000-01?

6. _____ Did the school have pre-kindergarten in 2000-01 for children age 4 and younger?
   a) yes b) no

*If you answered **YES** to #6, please **answer #7 and #8**.*
*If you answered **NO** to #6, please **go to #9**.*

7. _____ What was the length of the pre-kindergarten day?
   a) full day b) part day
   c) full day and part day

8. _____ How often did pre-kindergarten students meet?
   a) five days a week b) less than five days
   c) some five days and some less than five days

9. _____ Did the school have kindergarten during 2000-01?
   a) yes b) no

*If you answered **YES** to #9, please **answer #10 and #11**.*
*If you answered **NO** to #9, please **go to #12**.*

10. _____ What was the length of the kindergarten day?
    a) full day b) part day
    c) full day and part day

11. _____ How often did the kindergarten students meet?
    a) five days a week b) less than five days
    c) some five days and some less than five days

12. _____ Was the school taxed by the arch/diocese for the support of the diocesan school office?
    a) yes b) no

*If you answered **YES** to #12, please **answer #13**.*
*If you answered **NO** to #12, please **go to #14**.*

13. _____ What was the amount of this tax per pupil?

Total annual income is the total amount that the family receives in salaries and other revenues. Please estimate percentages for the 2000-01 school year.

14. _____ On the response sheet, write **the percentage** of your school families that had a total annual income in 2000-01 within each of the following ranges:
    a) % families in $1 - $20,000 range
    b) % families in $20,001 - $40,000 range
    c) % families in $40,001 - $80,000 range
    d) % families in $80,001 - $120,000 range
    e) % families in more than $120,000 range
    100% TOTAL

15. _____ What percentage of your school families had both parents working in 2000-01?

Cost per pupil is defined as the total cost to educate one child in the school. Please add all the operating costs of the school (exclude debt service or capital expenses) and then divide that sum by the total number of students in the school.

16. _____ What was the cost per pupil in 2000-01?

Section 2. FINANCING

Tuition is money paid directly to the school for the education of the child. On the answer sheet, please write the tuition for the **full 2000-01 academic year for one child only. This tuition should be only for a child who is a member of the parish.**

17. _____ What was the yearly tuition in 2000-01 for a child in the full-day, five-days-a-week pre-kindergarten who was a parish member?

18. _____ What was the yearly tuition for a child in the half-day, five-days-a-week pre-kindergarten who was a parish member?

19. _____ What was the yearly tuition for a child in the full-day, five-days-a-week kindergarten program who was a member of the parish?

20. _____ What was the yearly tuition in 2000-01 for a child in the half-day, five-days-a-week kindergarten program who was a member of the parish?

21. _____ What was the yearly tuition for one child for grades 1-8 who was a member of the parish?

22. _____ Was there a tuition scale in 2000-01 for more than one child from the same family?
a) yes b) no

23. _____ Did the school have a separate tuition scale for Catholic children who were not parish members?
a) yes b) no

*If you answered **YES** to #23, please **answer #24**.*
*If you answered **NO** to #23, please **go to #25**.*

24. _____ On the response sheet, write the yearly tuition for one Catholic child in grade 1-8 who was not a member of the parish.

25. _____ Did the school have a separate tuition scale in 2000-01 for non-Catholic children?
a) yes b) no

*If you answered **YES** to #25, please **answer #26**.*
*If you answered **NO** to #25, please **go to #27**.*

26. _____ On the response sheet, write the yearly tuition for one non-Catholic child in grade 1-8.

27. _____ Was there a tuition assistance program in 2000-01?
a) yes b) no

28. _____ Did the parish and school follow a stewardship program during the 2000-01 school year?
a) yes b) no

29. _____ On the response sheet, list the percentage of school students in each of the following groups:
a) % Catholic students who were parish members
b) % Catholic students who were not parish members
c) % Non-Catholic students
100% TOTAL

Materials are non-salary instructional expenses. Included in materials would be such items as textbooks, workbooks, computer programs, maps, and all other fees.

30. _____ On the response sheet, write the approximate **cost per pupil of materials** in 2000-01on the line provided. Do not include the cost of materials supplied by the state or federal government under loan programs.

31. _____ What was the total average yearly tuition and fees received per pupil (i.e., total tuition and fees divided by enrollment) in the 2000-01 school year?

School Fund-raising is defined as activities that produce money specifically for the school. Do not include in these activities the money raised for the parish. Those activities will be considered later under parish support.

32. _____ On the response sheet, circle the letter of all the fund-raising activities listed below that generated income directly for the school in the 2000-01 school year.

a) bingo	e) carnival	i) socials
b) bazaar	f) magazine sale	j) other
c) booster club	g) auction	k) none
d) candy sale	h) raffle	

33. _____ About what percent of total parish income was given to the school for its operational expenses?
a) zero percent
b) less than 10 percent
c) 11 percent to 20 percent
d) over 20 percent

Endowment or Development Fund is capital that has been set aside for the specific purpose of providing revenue to the school from the interest or earnings that are generated from the principal.

34. _____ On the response sheet, indicate whether your school had a school endowment fund in 2000-01.
a) yes b) no

*If you answered **YES** to #34, please **answer #35**.*
*If you answered **NO** to #34, please **go to #36**.*

35. _____ What was the amount of the principal of the endowment fund in 2000-01?

Parish Support refers to money the parish contributes to the school from sources of income specifically designated for parish projects. The parish subsidy might come from such sources as the weekly collection, parish endowment, or parish fund-raisers. Do not include in parish subsidy costs for capital improvement or debt service.

36. _____ Did your school receive a parish financial support in 2000-01?
a) yes b) no

37. _____ On the response sheet, list the percentage of income in 2000-01 that came from the following sources:
a) % from tuition and fees
b) % from school fund-raising
c) % from endowment
d) % from parish subsidy
e) % from other sources
100% TOTAL

Section 3. COMPENSATION

Administrative Salaries are the base payments to the person(s) involved in administering the school.

38 _____ On the response sheet, circle the letter that matches the description of your principal in 2000-01
a) priest b) religious sister
c) religious brother d) layman
e) laywoman

39. _____ Did the principal work full-time or part-time?
a) full-time b) part-time

40. _____ What was the yearly compensation of the principal?

41. _____ For how many months during 2000-01 was the principal expected to work in the school?
a) 12 months b) 11 months c) 10 months
d) 9 months e) 8 months or less

42. _____ Did the school have an assistant principal in 2000-01?
a) yes b) no

*If you answered **YES** to #42, please **answer #43, #44, and #45**.*
*If you answered **NO** to #42, please **go to #46**.*

43. _____ On the response sheet, circle the letter that matches the description of your assistant principal in 2000-01.
a) priest b) religious sister
c) religious brother
d) layman e) laywoman

44. _____ Was the assistant principal a full-time or part-time position?
a) full-time b) part-time

45. _____ What was the yearly compensation of the assistant principal in 2000-01?

46. _____ Did the school have a school secretary in 2000-01?
a) yes b) no

*If you answered **YES** to #46, please **answer #47, #48, #49, and #50**.*
*If you answered **NO** to #46, please **go to #51**.*

47. _____ On the response sheet, circle the letter that matches the description of the secretary in 2000-01.
a) priest b) religious sister
c) religious brother
d) layman e) laywoman

48. _____ Was the position of secretary full-time or part-time?
a) full-time b) part-time

49. _____ What was the yearly compensation of the secretary in 2000-01?

50. _____ For how many months during 2000-01 was the secretary expected to work in the school?
a) 12 months b) 11 months c) 10 months
d) 9 months e) 8 months or less

51. _____ Did the school have a development director in 2000-01?
a) yes b) no

*If you answered **YES** to #51, please **answer #52, #53, and #54**.*
*If you answered **NO** to #51, please **go to #55**.*

52. _____ On the response sheet, circle the letter that matches the description of your development director in 2000-01.
a) priest b) religious sister
c) religious brother
d) layman e) laywoman

53. _____ Was the position of the development director full-time or part-time during the 2000-01 school year?
a) full-time b) part-time

54. _____ What was the yearly salary of the development director in 2000-01?

Full-time Instructional Staff refers to teachers only, who instruct students for a full day for five days a week.

55. _____ On the response sheet, indicate whether some full-time teachers were members of religious communities of women in 2000-01.
a) yes b) no

*If you answered **YES** to #55, please **answer #56**.*
*If you answered **NO** to #55, please **go to #58**.*

56. _____ How were members of religious communities of women compensated in 2000-01?
a) stipend b) salary

*If you answered **a** to #56, please **answer #57**.*
*If you answered **b** to #56, please **go to #58**.*

57. _____ On the response sheet, write the amount of the yearly stipend in 2000-01of members of religious communities of women.

58. _____ Did the school (not the state school district) provide transportation to and from schools for the students?
a) yes b) no

59. _____ On the response sheet, write the yearly salary in 2000-01 of a non-degreed beginning lay teacher. Leave blank if the school does not have such a teacher.

60. _____ What was the highest yearly salary in 2000-01 that a non-degreed lay teacher earned. Leave blank if the school does not have such a teacher.

61. _____ On the response sheet, list the percentage of expenses in 2000-2001 for each of the following areas:
a) percentage salaries
b) percentage benefits (FICA, health, retirement, etc.)
c) percentage instructional materials
d) percentage maintenance and repair
e) percentage other

62. _____ What was the yearly salary in 2000-01 of a beginning lay teacher with a bachelor's degree?

63. _____ What was the yearly salary of a lay teacher with a master's degree who had no teaching experience?

64. _____ What was the highest salary in 2000-01 that a lay teacher on your staff earned?

65. _____ What was the average yearly salary in 2000-01 of all the lay teachers on your staff **with degrees**?

66. _____ What was the average salary in 2000-01 of **all lay teachers (those with a degree and those without a degree)** on your staff?

67. _____ On the response sheet, circle the letters that match the following benefit programs for teachers **to which the school contributed in 2000-01**
a) disability insurance b) health insurance
c) dental program d) retirement
e) life insurance f) tuition for graduate courses

68. _____ Who determines what the final compensation and benefit package for teachers will be?
a) diocese b) individual teachers
c) contract with teacher union
d) area parishes e) school board
f) pastor

Part-time Teachers are instructors who teach a particular subject for a few days each week.

69. _____ On the response sheet, indicate whether part-time teachers were on your staff in 2000-01.
a) yes b) no

*If you answered **YES** to #69, please **answer #70 and #71**.*
*If you answered **NO** to #69, please **go to #72**.*

70. _____ Did the salary of part-time lay teachers vary according to academic credentials and teaching experience?
a) yes b) no

71. _____ What **average** salary did part-time lay teachers earn **per day** in 2000-01? (**NOTE:** *If you know only the hourly rate, please multiply that amount by the number of hours worked per day when computing the average daily salary.*)

Substitute Teachers are persons who replace the regular teaching staff for a day or short period of time when the full-time teachers are sick or absent for another reason.

72. _____ On the response sheet, indicate whether your school employed substitute teachers in 2000-01.
a) yes b) no

*If you answered **YES** to #72, please **answer #73 and #74**.*
*If you answered **NO** to #72, please **go to #75**.*

73 _____ Did the salary of substitute teachers vary according to academic credentials and teaching experience?
a) yes b) no

74. _____ What **average** salary did substitute teachers earn **per day** in 2000-01(**NOTE:** *If you know only the hourly rate, please multiply that amount by the number of hours worked per day when computing the average daily salary.*)

Section 4. SPECIAL ISSUES

Extended-Day Program refers to a program the school sponsors before and after school to provide students with a safe and educational environment while their parents may be working.

75. _____ On the response sheet, indicate whether your school conducted an extended-day program in 2000-01.
a) yes b) no

*If you answered **YES** to #75, please **answer #76 and #77**.*
*If you answered **NO** to #75, please **go to #78**.*

76. _____ What was the cost to parents **per hour** for this service?

77. _____ Which grades did the extended-day program serve?
a) all, including pre-K b) K-3
c) K-6 d) K-8

78. _____ Did your school have a resource teacher paid by the school to assist children with special needs?
a) yes b) no

*If you answered **YES** to #78, please **answer #79**.*
*If you answered **NO** to #78, please **go to #80**.*

79. _____ How many children did the resource room teacher assist each week?

80. _____ How many students in your school during 2000-01 were classified by the school district as disabled?

81. _____ On the response sheet, circle the letters that match the disabilities identified among these classified students.
a) autism
b) deafness
c) hearing impairment
d) multiple disabilities
e) specific learning disabilities
f) traumatic brain injury
g) deaf-blindness
h) emotional disturbance
i) mental retardation
j) orthopedic impairment
k) speech or language impairment
l) visual impairment, including blindness
m) other health impairment:
m1: asthma
m2: ADD/ADHD
m3: diabetes
m4: epilepsy
m5: heart condition
m6: hemophilia
m7: lead poisoning
m8: leukemia
m9: nephritis
m10: rheumatic fever
m11: sickle cell anemia

82. _____ Did the school have a program for gifted students during the 2000-01 school year?
a) yes b) no

83. _____ Did the students in your school wear a school uniform during the 2000-01 school year?
a) yes b) no

Summer School refers to classes offered when school is out for vacation.

84. _____ On the response sheet, indicate whether the school conducted summer school during summer of 2001.
a) yes b) no

85. _____ Did the school conduct a combination of an academic and recreational program during summer of 2001?
a) yes b) no

86. _____ Did the school conduct a combination of an academic and recreational program during days school was not in session (e.g., Christmas vacation, spring break)?
a) yes b) no

School Lunch Program

87. _____ Did the school participate in the federally funded free and reduced price lunch program during 2000-01?
a) yes b) no

88. _____ Did the school provide cafeteria service in 2000-01?
a) yes b) no

*If you answered **YES** to #88, please **answer #89**.*
*If you answered **NO** to #88, please **go to #90**.*

89. _____ Was the school's cafeteria service revenue producing?
a) yes b) no

Technology

90. _____ Did the school have a computer lab in 2000-01?
a) yes b) no

*If you answered **YES** to #90, please **answer #91 and #92**.*
*If you answered **NO** to #90, please **go to #93**.*

91. _____ What percentage the classroom teachers were proficient in the use of computers?

92. _____ How many **minutes a week** would a typical student spend using a computer?
Early childhood (Pre-K – 2)
Middle childhood (3 – 5)
Early adolescence (6 – 8)

93. _____ What percentage of the classrooms at your school had computers in them in 2000-01?

94. _____ On the response sheet, write the number of computers in the average classroom in the 2000-01 school year.

Adult Volunteers

95. _____ Did you have adult volunteers working at the school?
a) yes b) no

*If you answered **YES** to #95, please **answer #96**.*
*If you answered **NO** to #95, please **go to #97**.*

96. On the response sheet, please circle the letters that matches the tasks the school's adult volunteers performed in 2000-01.
a) classroom aide b) office aide
c) schoolyard monitor d) lunchroom monitor

Development Program information will enable NCEA to provide better services to its members.

97. _____ On the response sheet, please circle the letter that matches the items that the school had in 2000-01.
a) long-range plan
b) alumni program
c) case statement
d) planned giving program
e) annual appeal

98. _____ On the response sheet, please write the amount of income in 2000-01 from the annual appeal.

99. _____ Does the school solicit alumni as part of its development efforts?
a) yes b) no

100. _____ On the response sheet, describe briefly on the lines provided the one item regarding the financing of your school that would be most helpful to share with other Catholic elementary school administrators.

Thank you for completing the 2000 - 2001 Financial Survey.

PLEASE PLACE ONLY THE RESPONSE SHEET SHOWING YOUR SCHOOL ADDRESS LABEL IN THE POSTAGE-PAID ENVELOPE SUPPLIED, AND RETURN THE RESPONSE SHEET TO NCEA FOR RECEIPT AT OUR OFFICE BY OCTOBER 31, 2001.

2000 - 2001 SURVEY OF CATHOLIC ELEMENTARY SCHOOL FINANCES –

National Catholic Educational Association · Department of Elementary Schools

RESPONSE SHEET

[AFFIX ADDRESS LABEL HERE]

ALL RESPONSES SHOULD BE MADE DIRECTLY ON THIS RESPONSE SHEET

DIRECTIONS:

(a) Please circle the letter that matches the answer you select from the choices given on the questionnaire.

(b) For write-in answers, please write the percentage, dollar amount, or other specific information requested directly on the lines provided.

Section 1. DEMOGRAPHICS

1. a b c d

2. _____

3. a b c d e

4. a b c d e

5. _____ %

6. a) yes b) no

7. a b c

8. a b c

9. a) yes b) no

10. a b c

11. a b c

12. a) yes b) no

13. $_____

14. a) _____% $1 to $20,000
b) _____% $20,001 to $40,000
c) _____% $40,001 to $80,000
d) _____% $80,001 to $120,000
e) _____% $120,000+
100% TOTAL

15. _____%

16. $_____

Section 2. FINANCING

17. $_____

18. $_____

19. $_____

20. $_____

21. $_____

22. a) yes b) no

23. a) yes b) no

24. $_____

25. a) yes b) no

26. $_____

27. a) yes b) no

28. a) yes b) no

29. a) _____% Parish members
b) _____% Not parish members
c) _____% Non-Catholic
100% TOTAL

30. $_____

31. $_____

32. a b c d e
f g h i j
k

33. a b c d

34. a) yes b) no

35. $_____

36. a) yes b) no

37. a) ___% Tuition and fees
b) ___% Fund-raising
c) ___% Endowment
d) ___% Parish subsidy
e) ___% Other
100% TOTAL

Section 3. COMPENSATION

38. a b c d e

39. a b

40. $_____

41. a b c d e

42. a) yes b) no

43. a b c d e

44. a b

45. $_____

46. a) yes b) no

47. a b c d e

48. a b

49. $_____

50. a b c d e

51. a) yes b) no

52. a b c d e

53. a b

54. $_____

55. a) yes b) no

56. a b

57. $_____

58. a) yes b) no

59. $_____

60. $ _____

61. a) %_____
b) %_____
c) %_____
d) %_____
e) %_____

62. $_____

63. $_____

64. $_____

65. $_____

66. $ _____

67. a b c d e
f

68. a b c d e
f

69. a) yes b) no

70. a) yes b) no

71. $ _____ per day

72. a) yes b) no

73. a) yes b) no

74. $ _____ per day

Section 4. SPECIAL ISSUES

75. a) yes b) no

76. $ _____ per hour

77. a b c d

78. a) yes b) no

79. _____ per week

80. _____ students

81. a b c d e
f g h i j
k l m1 m2 m3
m4 m5 m6 m7 m8
m9 m10 m11

82. a) yes b) no

83. a) yes b) no

84. a) yes b) no

85. a) yes b) no

86. a) yes b) no

87. a) yes b) no

88. a) yes b) no

89. a b

90. a) yes b) no

91. %_____ proficient

92. minutes

_____ (Pre-K–2)

_____ (3–5)

_____ (6–8)

93. _____% computers

94. _____ number of computers

95. a) yes b) no

96. a b c d

97. a b c d e

98. $_____

99. a) yes b) no

100.

_____

_____

_____

_____

Thank you for completing the 2000-2001 Financial Survey.

PLEASE RETURN ONLY YOUR COMPLETED RESPONSE SHEET IN THE POSTAGE-PAID ENVELOPE SUPPLIED.

*** MAIL FOR RECEIPT AT NCEA BY OCTOBER 31, 2001**

▪ APPENDIX B ▪

LETTER TO DIOCESAN SUPERINTENDENTS OF SCHOOLS

NCEA

NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION

10 October 2001

Dear Superintendent of Schools:

The NCEA Department of Elementary Schools is conducting its biennial survey on enrollment, income and expenses for Catholic elementary schools for the 2000-2001 school year (the last completed school year). As in the past, the extensive information compiled for this survey will enable arch/diocesan and school-level administrators to make better decisions on future priorities and expenditures. This letter is to ask that you encourage the administrators of the schools in your diocese chosen for the 2001 survey to take the opportunity to supply the requested data, a process that should take less than half an hour. The schools were chosen based on specific criteria that will ensure a national random sample of Catholic elementary schools in the United States; therefore, it is important that the schools selected in your arch/diocese participate. As in the past, the information will be kept confidential. The survey is due at NCEA by 31 October 2001. Enclosed is a list of the schools in your arch/diocese that are being asked to participate.

Yours sincerely,

Robert J. Kealey, Ed.D.
Executive Director
Department of Elementary Schools

Suite 100, 1077 30th Street, NW, Washington, DC 20007-3852 • (202) 337-6232 • Fax (202) 333-6706 • http://www.ncea.org

▪ APPENDIX C ▪

FOLLOW-UP LETTER TO SCHOOLS NOT RESPONDING TO ORIGINAL REQUEST

NCEA

NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION

10 December, 2001

Dear Principal:

In October, the Department of Elementary Schools at NCEA sent you the **2000-2001 Survey of Catholic Elementary School Finances**. To date, we have not yet received the data from your school. In order to compile the most accurate data on enrollment, staffing, and finances, we need responses from all the participating schools. This data helps decision-makers at the diocesan and Catholic elementary school levels to evaluate their own financial situations and to plan for the future. Making this data public also presents the financial, and other, contributions of parents both to the education of their children and to the broader education of future responsible, thoughtful American citizens.

Please take a few minutes to complete the survey. If you have questions, please do not hesitate to call (202-337-6232). If you need an extra copy of the survey and response sheet, please let us know. If possible, please return the completed survey by 2 January 2002.

Yours sincerely,

Robert J. Kealey, Ed.D.
Executive Director
Department of Elementary Schools

Suite 100, 1077 30th Street, NW, Washington, DC 20007-3852 • (202) 337-6232 • Fax (202) 333-6706 • http://www.ncea.org

▪ APPENDIX D ▪

SCHOOLS THAT RESPONDED TO THE 2000-2001 SURVEY OFCATHOLIC ELEMENTARY SCHOOL FINANCES

Alabama

Our Lady of Sorrows School, Birmingham
St. Francis Xavier School, Birmingham
St. James Catholic Gr. School, Gadsden
Holy Family Catholic School, Huntsville
Most Pure Heart of Mary School, Mobile
St. Vincent de Paul School, Mobile
St. Patrick Grade School, Robertsdale

Arizona

Christ the King Grade School, Mesa

Arkansas

Blessed Sacrament School, Jonesboro
Immaculate Conception School, N. Little Rock
Immaculate Heart Mary School, N. Little Rock
St. Mary Grade School, Paragould
St. Peter School, Pine Bluff

California

St. Justin Martyr Grade School, Anaheim
St. Patrick Catholic School, Arroyo Grande
Good Shepherd Catholic School, Beverly Hills
St. Patrick Grade School, Carlsbad
Our Lady of the Assumption School, Carmichael
Holy Family Grade School, Citrus Heights
St. Mary Grade School, El Centro
St. Cyril of Jerusalem School, Encino
St. Leonard-Santa Paula School, Fremont
Our Lady of Miracles School, Gustine
St. Rose-Thomas McCarthy School, Hanford
Mary Immaculate Queen School, Lemoore
St. Cyprian School, Long Beach
St. Simon Grade School, Los Altos
Holy Spirit/St. Mary Magdalen Grade School, Los Angeles
San Miguel Catholic School, Los Angeles
St. Malachy School, Los Angeles
Nativity Grade School, Menlo Park
Our Lady of Mercy School, Merced
St. John the Baptist, Milpitas
St. Stephen Martyr School, Monterey Park
Our Lady of Lourdes Grade School, Northridge
St. Bernard School, Oakland
St. Mary Star of the Sea School, Oceanside
St. Thomas the Apostle School, Oroville
Santa Clara Elementary School, Oxnard
Sacred Heart Grade School, Palm Desert
Assumption of the BVM School, Pasadena
St. Lawrence Martyr School, Redondo Beach
St. Catherine of Siena School, Rialto
St. Charles Borromeo Grade School, Sacramento
St. Joseph School, Sacramento
St. Charles School, San Carlos
Nazareth School, San Diego
Sacred Heart Academy, San Diego
Holy Name Grade School, San Francisco
St. Elizabeth Catholic School, San Francisco
Stuart Hall for Boys, San Francisco
St. Felicitas Grade School, San Leandro
Hanna Boys Center, Sonoma
Presentation School, Sonoma
St. Joseph Grade School, Upland

Colorado

St. Pius X Grade School, Aurora
St. Therese Grade School, Aurora
Most Precious Blood School, Denver
St. Catherine Grade School, Denver
St. Rose of Lima Grade School, Denver
St. Thomas More School, Englewood

Connecticut

St. Joseph Grade School, Danbury
St. Mary-St. Michael School, Derby
St. Rita Elementary School, Hamden
St. Mary Grade School, Jewett City
St. Paul Catholic School, Kensington
St. Mary Grade School, Middletown
St. Joseph School, Rockville
St. Thomas School, Southington
Our Lady Star of the Sea School, Stamford
St. Mark Regional School, Stratford
St. Catherine of Siena School, Trumbull
St. Margaret Grade School, Waterbury
St. Thomas the Apostle Grade School, West Hartford
St. Anthony School, Winsted

Delaware

St. Anthony of Padua Grade School, Wilmington

District of Columbia

Assumption Grade School, Washington, D.C.
Blessed Sacrament School, Washington, D.C.
Nativity Catholic Academy, Washington, D.C.

Florida

St. Theresa Grade School, Coral Gables
St. Peters Catholic School, De Land
St. Anastasia Catholic School, Fort Pierce
Hope Rural School, Indiantown
Holy Spirit School, Jacksonville
Good Shepherd Catholic School, Miami
St. Clare Grade School, North Palm Beach
Holy Family Catholic Grade School, North Miami
Holy Family Catholic School, Orlando
Sacred Heart Grade School, Pensacola
St. Gregory the Great School, Plantation
Transfiguration Parish School, St. Petersburg
St. Joseph Catholic School, Winter Haven

Georgia

Our Lady of the Assumption School, Atlanta
St. Jude the Apostle School, Atlanta
Pinecrest Academy, Cumming
St. Peter Claver Grade School, Macon

Hawaii

Our Lady of Sorrows School, Wahiawa

Illinois

St. Isidore Grade School, Bloomingdale
Elizabeth Ann Seton Catholic School, Caseyville
St. Matthew Grade School, Champaign
Hardey Preparatory School, Chicago
Immaculate Conception School, Chicago
Sacred Heart Grade School, Chicago
St. Andrew Grade School, Chicago
St. Angela Grade School, Chicago
St. Clement School, Chicago
St. Columba Grade School, Chicago
St. Daniel the Prophet School, Chicago
St. Dorothy Grade School, Chicago
St. John Fisher Grade School, Chicago
St. Mark Grade School, Chicago
St. Matthias Grade School, Chicago
St. Nicholas of Tolentine School, Chicago
St. Stanislaus Kostka Elementary School, Chicago
Our Lady of the Ridge School, Chicago Ridge
St. Mary of Czestochowa School, Cicero
St. Paul Grade School, Danville
St. Joseph Grade School, Downers Grove
Sacred Heart Grade School, Du Quoin
St. Anne School, East Moline
St. Athanasius Grade School, Evanston
Elizabeth Ann Seton Catholic School, Fairview Heights
Infant Jesus of Prague School, Flossmoor
St. Bernardine Grade School, Forest Park
St. Joseph School, Harvard
St. Francis/Holy Ghost School, Jerseyville
St. Paul the Apostle School, Joliet
St. Joseph Grade School, Manhattan
St. Lawrence O'Toole School, Matteson
Immaculate Conception School, Monmouth
St. Mary Grade School, Mount Camel
St. Emily School, Mount Prospect
St. Raymond School, Mount Prospect
St. Philip the Apostle School, Northfield
St. Clare Catholic Grade School, O'Fallon
St. Gerald Grade School, Oak Lawn
St. Germaine Grade School, Oak Lawn
St. Patrick Grade School, Ottawa
Incarnation Grade School, Palos Heights
St. Patrick Catholic School, St. Charles
St. Lambert Grade School, Skokie
St. John the Evangelist School, Streamwood
Sacred Heart Grade School, Winnetk

Indiana

St. Mary Grade School, Alexandria
Annunciation Grade School, Brazil
Westside Catholic School/St Agnes Campus, Evansville
St. Michael Grade School, Greenfield
St. Paul Elementary School, Guilford
St. Catherine of Siena School, Hammond
Our Lady of Grace School, Highland
Immaculate Heart of Mary School, Indianapolis
Nativity Grade School, Indianapolis
St. Joan of Arc Grade School, Indianapolis
St. Simon the Apostle School, Indianapolis
Sts. Joan of Arc and Patrick School, Kokomo
Seton Catholic School, Richmond
Holy Cross Grade School, South Bend
St. Wendel School, Wadesville
St. Aloysius Elementary School, Yoder

Iowa

St. Matthews School, Cedar Rapids
St. Paul Apostle School, Davenport
Seton Catholic Elementary School, Farley

Sacred Heart Grade School, Osage
Blessed Sacrament Grade School, Sioux City
Holy Family School, Sioux City
St. Mary Elementary School, Storm Lake
Holy Cross Grade School, Vail
Blessed Sacrament School, Waterloo
St. Francis of Assisi School, West Des Moines

Kansas

Sacred Heart School, Emporia
Christ the King Grade School, Kansas City
Sacred Heart Parish School, Larned
Xavier Elementary School, Leavenworth
St. Joseph Grade School, Olpe
St. Mary Grade School, Salina
Holy Cross Catholic School, Shawnee Mission
Assumption Grade School, Topeka
St. Peter Catholic School, Wichita
Holy Name Grade School, Winfield

Kentucky

Holy Family Grade School, Ashland
St. Joseph Parish School, Bardstown
St. Pius X Elementary School, Covington
Blessed Sacrament School, Fort Mitchel
St. Paul Grade School, Leitchfield
Holy Spirit Grade School, Louisville
Sacred Heart Model School, Louisville
Sts. Simon and Jude School, Louisville
St. Polycarp Grade School, Louisville
St. Philip Grade School, Melbourne
Owensboro Catholic Middle School, Owensboro
St. Christopher Grade School, Radcliff

Louisiana

Our Lady of Prompt Succor School, Alexandria
St. Frances Cabrini School, Alexandria
St. Thomas More Grade School, Baton Rouge
St. Mark School, Chalmette
St. Francis School, Iota
St. Joan of Arc Catholic School, La Place
Immaculate Conception Catholic School, Lake Charles
Mary, Queen of Peace Catholic Elementary School, Mandeville
St. Philip Neri Grade School, Metairie
House of the Holy Family, New Orleans
St. Frances Cabrini School, New Orleans
St. Rita Grade School, New Orleans
St. Elizabeth Grade School, Paincourtville
Holy Family School, Port Allen
St. Genevieve Grade School, Thibodaux

Maine

St. Joseph Parish School, Portland
St. John Catholic School, Winslow

Maryland

Holy Angel/Sacred Heart School, Avenue
St. Clement Mary Hofbauer School, Baltimore
St. Joseph Parish Grade School, Baltimore
St. Katharine Grade School, Baltimore
St. Joseph Catholic School, Beltsville
St. Joseph Grade School, Cockeysville
Ascension Grade School, Halethorpe
St. Mary Catholic School, Landover Hills
St. Mary Grade School, Rockville
St. Margaret Grade School, Seat Pleasant
The Immaculate Conception School, Towson
St. Catherine Laboure School, Wheaton

Massachusetts

St. John Grade School, Boston
St. Edward School, Brockton
St. Rose Elementary School, Chelsea
St. Brendan School, Dorchester
Our Lady of Grace School, Everett
St. Joseph School, Fairhaven
St. Ann School, Gloucester
St. Mary Grammar School, Melrose
St. Monica Grade School, Methuen
St. John Grade School, North Cambridge
Gate of Heaven Grammar School, South Boston
St. Peter Grade School, South Boston
Holy Name Parish School, West Roxbury
St. Theresa of Avila School, West Roxbury

Michigan

St. Francis of Assisi School, Ann Arbor
St. Ann School, Cadillac
Bishop Baraga School, Cheboygan
Guardian Angels Elementary School, Clawson
St. Sabina Grade School, Dearborn Heights
Eastside Vicariate Elementary Catholic School, Detroit
Dukette Catholic School, Flint
St. John Vianney Catholic, Flint
St. Mary Cathedral Elementary School, Gaylord

St. Paul Apostle Grade School, Grand Rapids
Our Lady Star of the Sea School, Grosse Pointe Woods
St. Edward School, Lakeport
St. Edith Grade School, Livonia
St. Genevieve Elementary School, Livonia
St. Vincent Ferrer School, Madison Heights
Holy Spirit Central Grade School, Norway
St. Catherine Grade School, Ravenna
St. Michael Grade School, Remus
Our Lady of Consolation School, Rockford
St. Josaphat School, Saginaw
St. Mary Grade School, Westphalia
Wyandotte Catholic Consolidated School, Wyandotte

Minnesota

St. Therese Grade School, Deephaven
St. John Elementary School, Duluth
St. Michael Lakeside School, Duluth
St. John the Baptist School, Excelsior
St. John the Evangelist School, Little Canada
Lonsdale New Market Veseli School, Lonsdale
St. Michael Grade School, Mahnomen
St. Joseph Grade School, Moorhead
St. Anthony Elementary School, New Ulm
Holy Rosary School, North Mankato
St. Dominic Grade School, Northfield
Holy Childhood School, St. Paul
St. Ambrose of Woodbury Catholic School, St. Paul
St. Francis-St. James United School, St. Paul
Holy Family School, Sauk Centre
St. John the Baptist School, Vermillion

Mississippi

Our Lady of Fatima School, Biloxi
St. Richard Catholic Grade School, Jackson

Missouri

Holy Child School-Elementary Campus, Arnold
St. Agnes Grade School, Bloomsdale
St. Mary Magdalen Grade School, Brentwood
St. Ann School, Carthage
St. Paul Catholic Grade School, Fenton
St. Angela Merici Grade School, Florissant
St. Mary Grade School, Glasgow
St. Francis Xavier Grade School, Jefferson City
St. Peter Grade School, Kansas City
St. Bridget Grade School, Pacific
Sacred Heart Catholic School, Poplar Bluff
Sts. Joachim and Ann School, St. Charles
St. James Grade School, St. Joseph
Our Lady of the Pillar School, St. Louis
St. Matthias Grade School, St. Louis
St. Richard Elementary School, St. Louis
Visitation Academy School, St. Louis
Visitation Interparish School, Vienna
St. Joseph School, Westphalia

Nebraska

St. Joseph Catholic Elementary, Beatrice
St. Anthony Grade School, Columbus
St. John the Apostle School, Lincoln
St. Joseph Grade School, Lincoln
St. Patrick Grade School, McCook
McDavid Elementary School, North Platte
St. Pius X/St. Leo Grade School, Omaha
St. Mary Grade School, Osmond
St. John Baptist Grade School, Petersburg
St. Gerald Grade School, Ralston

Nevada

St. Joseph Grade School, Las Vegas

New Hampshire

St. Anthony Grade School, Manchester
St. Patrick Grade School, Portsmouth

New Jersey

School of St. Elizabeth, Bernardsville
St. Thomas the Apostle School, Bloomfield
St. Dominic Elementary School, Brick
The San Miguel School, Camden
St. Catherine Grade School, Clayton
St. Joseph Elementary School, East Rutherford
Christ the Teacher School, Fort Lee
St. Cecelia Grade School, Iselin
Our Lady of Victories School, Jersey City
St. Elizabeth Grade School, Linden
Holy Trinity Grade School, Long Branch
All Saints Regional Catholic School, Manahawkin
St. Michael Grade School, Netcong
St. Francis Xavier School, Newark
St. Mary Grade School, Ocean
St. John Grammar School, Orange
Visitation Academy, Paramus

St. Gerard Majella School, Paterson
St. Teresa Regional School, Runnemede
St. Mary Elementary School, South Amboy
St. Vincent de Paul School, Stirling
Holy Angels School, Trenton
Immaculate Conception School, Trenton
St. Anthony of Padua School, Union City

New Mexico

Annunciation Elementary School, Albuquerque
Queen of Heaven Grade School, Albuquerque
St. Teresa of Avila School, Grants
St. Francis Cathedral School, Santa Fe

New York

St. Patrick Grade School, Bay Shore
Sacred Heart School, Bronx
St. Martin of Tours School, Bronx
St. Mary School, Bronx
Holy Family Elementary School, Brooklyn
St. Charles Borromeo Grade School, Brooklyn
St. John the Baptist School, Buffalo
St. Josaphat School, Buffalo
St. Stanislaus Grade School, Buffalo
Our Lady Queen of Apostles Regional School, Center Moriches
Resurrection Grade School, Cheektowaga
Sts. Peter and Paul Grade School, Depew
St. Matthew Grade School, East Syracuse
St. John of Rochester School, Fairport
Immaculate Conception School, Fayetteville
Queen of Peace Grade School, Flushing
St. John Elementary School, Goshen
St. Mary of the Lake Grade School, Hamburg
St. Mary Academy, Hoosick Falls
St. Helen School, Howard Beach
Our Lady of Victory Grade School, Lackawanna
St. Bernard School, Levittown
Our Lady of Perpetual Help School, Lindenhurst
Holy Family School, Malone
Our Lady of Hope Grade School, Middle Village
St. Margaret Grade School, Middle Village
Our Lady of Victory School, Mt. Vernon
Holy Spirit Grade School, New Hyde Park
Holy Family Grade School, New Rochelle
Holy Cross Grade School, New York
St. Joseph School, New York
Bishop Dunn Memorial School, Newburgh
St. John Vianney Elementary School, Orchard Park
Trinity Catholic School, Port Jervis
St. Mary School, Potsdam
Christ the King School, Rochester
St. Monica School, Rochester
St. Anthony of Padua Grade School, South Ozone Park
St. Madeleine Sophie School, Schenectady
Maria Regina School, Seaford
St. William the Abbot School, Seaford
St. Andrew Grade School, Sloan
Notre Dame Academy Elementary Department, Staten Island
Immaculate Conception School, Stony Point
Blessed Sacrament Grade School, Syracuse
Most Holy Rosary Grade School, Syracuse
St. Charles Grade School, Syracuse
Holy Trinity School, Utica
St. Paul Grade School, Valley Cottage
Our Lady of Good Counsel School, White Plains
Holy Trinity Grade School, Whitestone
St. John the Baptist Grade School, Yonkers

North Carolina

St. Gabriel Grade School, Charlotte
Immaculate Heart Mary School, High Point
The Franciscan School, Raleigh

North Dakota

St. Mary School, Bismarck

Ohio

St. Anthony School, Akron
St. Edward Grade School, Ashland
Sts. John & Paul Elementary, Ashtabula
St. Joseph Central Grade School, Bridgeport
Immaculate Conception School, Celina
Corryville Catholic Elementary, Cincinnati
St. Cecilia Grade School, Cincinnati
St. Thomas More Grade School, Cincinnati
St. Henry Campus, Cleveland
St. Jerome Grade School, Cleveland
St. Leo Grade School, Cleveland
St. Vitus Grade School, Cleveland
Christ the King Grade School, Columbus
St. James the Less Grade School, Columbus
St. Frances Cabrini Comm School, Conneaut
Our Lady of Mercy Grade School, Dayton

St. Mary Grade School, Delaware
St. Angela Merici Elementary School, Fariview Park
St. Gabriel Consolidated School, Glendale
St. Mary Grade School, Greenville
St. Patrick Grade School, Hubbard
St. Peter Catholic School, Huber Heights
St. James Grade School, Lakewood
St. Nicholas Byzantine School, Lorain
St. Peter Elementary School, Mansfield
St. Wenceslas Grade School, Maple Heights
St. Susanna School, Mason
St. Barbara School, Massillon
Bishop Leibold School West Campus, Miamisburg
Assumption Grade School, Mt. Healthy
St. Clement Grade School, Navarre
St. Paul Grade School, North Canton
St. Mary Grade School, Norwalk
St. Gregory the Great School, South Euclid
Christ the King Grade School, Toledo
St. Catherine Grade School, Toledo
St. Hyacinth Grade School, Toledo
Lial Elementary School, Whitehouse
St. Matthias Elementary School, Youngstown

Oklahoma

St. Elizabeth Ann Seton School, Edmond
Bishop John Carroll School, Oklahoma City

Oregon

St. Francis Grade School, Banks
O'Hara Catholic School, Eugene
Visitation Elementary School, Forest Grove
Cathedral Grade School, Portland
St. Pius X Grade School, Portland
St. Joseph Catholic School, Roseburg
St. Anthony Grade School, Tigard

Pennsylvania

Queen of Peace School, Ardsley
St. Francis de Sales School, Aston
Sacred Heart Grade School, Bath
Holy Child School, Bethlehem
St. Thomas/Good Counsel School, Bryn Mawr
St. Wendeline Grade School, Butler
St. Clare of Assisi School, Clairton
St. Malachy School, Coraopolis
Gate of Heaven School, Dallas
Madonna Catholic Regional School, Donora
St. Bernadette Grade School, Drexel Hill
Holy Family Grade School, Erie
Our Lady of Mount Carmel School, Erie
Holy Family School, Frackville
Notre Dame Grade School, Hermitage
St. Bede the Venerable School, Holland
Central Catholic Elementary School, Johnstown
St. Patrick Grade School, Johnstown
Corpus Christi Grade School, Lansdale
Holy Trinity Grade School, Ligonier
St. John of God School, McKees Rocks
Northern Cambria Catholic School, Nicktown
St. Titus Grade School, Norristown
Visitation B.V.M. Grade School, Norristown
St. Gabriel School, Norwood
St. Joseph the Worker School, Orefield
Nativity BVM Elementary School, Philadelphia
Our Lady of Mt. Carmel School, Philadelphia
St. Cecilia Grade School, Philadelphia
St. Dominic School, Philadelphia
St. Martin of Tours School, Philadelphia
St. Thomas Aquinas School, Philadelphia
Stella Maris School, Philadelphia
Bishop Leonard Catholic School, Pittsburgh
Prince of Peace Catholic School, Pittsburgh
St. Joseph Regional School, Port Vue
Sts. Cosmas and Damian Grade School, Punxsutawney
St. Francis of Assisi School, Springfield
Word of God School, Swissvale
St. Matthew Catholic School, Tyrone
St. Joseph School, Warren
St. Alphonsus Grade School, Wexford
St. Aloysius Elementary School, Wilkes-Barre

Rhode Island

St. Luke School, Barrington
St. Matthew School, Cranston
School of St Leo the Great, Pawtucket
St. Mary Grade School, Pawtucket
St. Bartholomew Grade School, Providence
St. Kevin Grade School, Warwick
St. Peter Grade School, Warwick

South Carolina

St. John Catholic School, North Charleston

South Dakota
St. Mary Grade School, Dell Rapids
Holy Cross Grade School, Ipswich
St. Joseph Grade School, Pierre
St. Mary-Holy Spirit School, Sioux Falls
St. Michael Elementary School, Sioux Falls

Tennessee
Sacred Heart School, Loretto

Texas
St. Joseph Elementary & Montessori Preschool, Amarillo
St. Ignatius Grade School, Austin
Holy Cross School, Bay City
St. Pius X Grade School, Corpus Christi
St. Augustine Grade School, Dallas
St. Patrick Grade School, Dallas
St. Rita School, Dallas
Our Lady of Refuge School, Eagle Pass
Blessed Sacrament Grade School, El Paso
St. John Elementary School, Ennis
All Saints Catholic School, Fort Worth
Our Mother Mercy Catholic School, Fort Worth
St. Mary Catholic School, Gainesville
Galveston Catholic School, Galveston
Resurrection Catholic School, Houston
St. Elizabeth Ann Seton School, Keller
Notre Dame Catholic Grade School, Kerrville
Angelo Catholic School, San Angelo
St. Benedict Catholic Elem. School, San Antonio
Our Lady Perpetual Help School, Selma

Vermont
St. Monica Elementary School, Barre

Virginia
All Saints Catholic School, Richmond
Our Lady of Good Counsel School, Vienna

Washington
St. Louise Grade School, Bellevue
St. Brendan Parish School, Bothell
All Saints Grade School, Puyallup
St. Paul Grade School, Seattle
St. Aloysius Grade School, Spokane
The Cataldo Catholic School, Spokane

West Virginia
St. Francis de Sales School, Beckley
St. Paul Grade School, Weirton

Wisconsin
St. Mary Building, Antigo
St. John Vianney Grade School, Brookfield
Notre Dame Middle School, Chippewa Falls
Holy Family School, Cudahy
FACES, Fond du Lac
Holy Family School, Green Bay
St. Florian School, Hatley
Holy Rosary Grade School, Kenosha
Sts. Cecilia and James School, Mequon
St. Augustine School, Milwaukee
St. Rose Catholic Urban Academy, Milwaukee
St. Vincent Pallotti School, Milwaukee
Holy Apostles Grade School, New Berlin
St. Alphonsus School, New Munster
Holy Rosary School, Owen
St. Mary School, Peshtigo
St. Anthony Grade School, Pewaukee
Sacred Heart School, Racine
St. Adalbert School, Rosholt
St. Joseph Grade School, Sturgeon Bay
Sacred Heart Grade School, Sun Prairie
Christ King School, Wauwatosa
Mary Queen of Heaven School, West Allis
St. Mary Immaculate Conception School, West Bend

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